

**BLINN COLLEGE
Syllabus**

VNSG 1561

Date of revision: _____

Faculty Date

Dean,
Technical/Workforce Education Date

Faculty Date

Vice President
Academic Affairs Date

Clinical II

VNSG 1561

Purpose Statement

The primary purpose of Clinical II - VNSG 1561 is to prepare learners to assume entry level competencies of the vocational nurse.

Course Description

A basic, intermediate, or advanced type of health professions work-based instruction that helps students synthesize new knowledge, apply previous knowledge, or gain experience managing the workflow. Practical experience is simultaneously related to theory. Close and/or direct supervision is provided by the clinical professional (faculty or preceptor), generally in a clinical setting. Clinical education is an unpaid learning experience.

Clinical performance is the implementation and/or execution of any semester-related task or skill in the clinical setting (as taught in the classroom). It is correlation of nursing practice (clinical), and includes the following areas of evaluation:

- I. Correlation of theory and practice
- II. Organization/initiative/documentation
- III. Basic nursing skills
- IV. Professionalism

Clinical experience includes laboratory simulations, clinical conferences, experiences in the hospital (acute care facility), clinics, private physician offices, facilities or any other facilities Blinn College nursing faculty deem necessary to meet course objectives.

The course consists of: Twenty-six clinical hours per week. Credit: Five semester hours.

Prerequisites: successful completion of all first semester courses with a grade average of 75 per cent or better.

Student Learning Outcomes

After completion of Clinical II - VNSG 1561 as outlined in the learning plan, the student will:

- * apply the theory, concepts, and skills involving specialized materials, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the particular occupation and the business/industry
- * demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, communicating in the applicable language of the occupation and the business or industry

- * **assist in determining the health status and health needs of clients, based on identification of health-related data, in collaboration with clients, their families, and other members of the health care team**
- * **assist in the formulation of goals and a plan of care for the client in collaboration with the client and other members of the health care team**
- * make observations that assist the RN in formulating nursing diagnosis, actual and potential health problems
- * **assist in the evaluation of the individual client's responses to nursing interventions**
- * **collect pertinent information concerning the condition of the client in an organized way by utilizing the appropriate tools**
- * practice ability to prioritize tasks and utilize time efficiently
- * indicate a desire to learn by actively interacting with colleagues, staff, clients, and instructors
- * **participate in the communication process with client, staff, and instructors**
- * **implement the plan of care to assigned one to two clients in structured settings within the legal and ethical parameters in collaboration with the client and members of the health care team**
- * accurately record observations and information according to appropriate semester skills
- * **assist in implementing a teaching plan for the client with common health problems and well defined learning needs**
- * recognize and utilize organizational principles involved with client care
- * apply basic principles of microbiology and medical asepsis and participate in the prevention of nosocomial infections
- * promote a safe, effective care environment conducive to the optimal health and dignity learning client
- * relate clinical learning with classroom theory and client data
- * **utilize principles and factors that maintain or restore health**
- * **assist in the coordination of human and material resources for provision of care of assigned clients**

- * identify the responsibilities and limitations of student nurse including the legal and ethical aspects
- * **participate in activities which support the organizational framework of structured health care settings and that focus on improving the health care of clients**
- * **demonstrate behaviors that promote the development and practice of vocational nursing**
- * **demonstrate accountability for own nursing practice**
- * observe and communicate patient's Bill of Rights to clients
- * **participate in the identification of client needs for referral to appropriate sources of assistance**
- * **provide nursing care in a caring, nonjudgmental, nondiscriminatory manner**

SCANS

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.

The following SCANS competencies and foundation skills are used in VNSG 1561: C1, C3, C4, C5, C6, C7, C8, C9, C10, C11, C12, C13, C14, C15, C16, C17, C18, C19, C20, F1, F2, F3, F4, F6, F7, F8, F9, F10, F11, F12, F13, F14, F15, F16, F17 (see attached).

Learning Activities

Clinical learning experiences, clinical conferences related to clinical experiences, laboratory simulations to enhance clinical experience, computer software/tutorials, field trips.

Grading System

Grading scale is as follows:

90 - 100 = A

80 - 89 = B

75 - 79 = C

Below 75 = F

WP = withdrawn passing

WF= withdrawn failing

Course consists of clinical performance evaluation.

Critical Criteria:

*Critical Elements: standards which are essential to the safety and welfare of the client receiving care.

Errors or no performance in a critical element marked “**” will result in the following:

One error:	Scale 2	written counseling
Two errors: (per same critical element)	Scale 1	written counseling and conference with director of program
Three errors: (per same critical element)	Scale 0	may be dismissed from clinical

Errors or no performance in a critical element marked “***” will result in the following:

One error:	Scale 1	written counseling and conference with director of program
Two errors: (per same critical element)	Scale 0	may be dismissed from clinical

Outcomes Inventory

Evaluation on the success of this course includes satisfactory completion of course by the learner.

Calendar

Course material is distributed during the semester. Course timing is given the learner at the beginning of the course as outlined in the student information sheet.

Materials

Required:

deWit, Susan
Fundamental Concepts and Skills for Nursing
W. B. Saunders Co., 2001
Philadelphia, PA

Student Learning Guide for
Fundamental Concepts and Skills for Nursing

Christensen, Barbara
Adult Health Nursing
Fourth Edition
Mosby, 2003
St. Louis, MO

Leifer, Gloria
Introduction to Maternity and Pediatric Nursing
Fourth Edition
Saunders, 2003
Philadelphia, PA

Deglin, Judith
Davis's Drug Guide for Nurses
Eighth Edition
F. A. Davis Co.
Philadelphia, PA

Mosby's, Pocket Dictionary of Medicine, Nursing, and Allied Health
Fourth Edition
Mosby, Inc., 2002
St. Louis, MO
or

Tabor's Cyclopedic Medical Dictionary
Nineteenth Edition
F. A. Davis Co., 2001
Philadelphia, PA

Non-required:

Nettina, Sandra
The Lippincott Manual of Nursing Practice
Seventh Edition
Lippincott Williams & Wilkins, 2001
Philadelphia, PA

**BLINN COLLEGE
BASELINE COMPETENCIES PROFILE
VOCN PROGRAM : CLINICAL NURSING II VNSG 1561**

COURSE DESCRIPTION: A basic, intermediate, or advanced type of health professions work-based instruction that helps students synthesize new knowledge, apply previous knowledge, or gain experience managing the workflow. Practical experience is simultaneously related to theory. Close and/or direct supervision is provided by the clinical professional (faculty or preceptor), generally in a clinical setting. Clinical education is an unpaid external learning experiences. Courses may be repeated if topics and learning outcomes vary. The clinical experience is a correlation of nursing theory (classroom) with nursing practice (clinical) and will included the following areas of evaluation:

- I. Correlation Of Theory and Practice
- II. Organization/Initiative/Documentation
- III. Basic Nursing Skills
- IV. Professionalism

Clinical experience includes laboratory simulations, clinical conferences, experience in the hospital (acute care facility), clinics, private physician offices, facilities for the mentally impaired, long-term nursing care facilities, day care facilities or any other facilities Blinn College nursing faculty deem necessary to meet course objectives.

The course consists of 26 clinical hours per week. Credit. 5 semester hours.

Prerequisite: successful completion of all first semester courses with a grade average of 75 or better.

COMPETENCIES MASTERED BY END OF COURSE	SCANS COMPETENCY/FOUNDATION	ACTIVITIES TO EVALUATE COMPETENCIES
<p><u>I. Correlation of Theory and Practice</u></p> <p>A. Assist in the formulation of goals and a plan of care for the client in collaboration with the client and other members of the health care team.</p> <p>B. Assist in determining the health status and health needs of clients, based on identification and organization of health-related data, in collaboration with clients, their families, and other members of the health care team.</p> <p>C. Make observations that assist the RN in formulating nursing diagnosis: actual and potential health problems.</p> <p>D. Assist in the evaluation of the individual client's responses to nursing interventions.</p>	<p>C1, C5, C6, C7, C9, C15, C17 F1, F2, F7, F8, F9, F10, F11, F12</p>	<ol style="list-style-type: none"> 1. Take client history using structured assessment tool and interview, i.e. head to toe 2. Assess the ongoing status of the client (i.e. lab, pain) 3. *Immediately reports findings and/or changes in client health status to appropriate personnel and/or instructor. 4. Defines medical diagnosis on all assigned clients and discusses disease process in written and/or verbal format; i.e., definition, etiology, signs, and symptoms. 5. States nursing diagnosis based on problems/needs. 6. Identify short-term/immediate goals based on nursing diagnosis. 7. Select basic interventions based on nursing goals in conjunction with the client. 8. Adhere to client's ordered plan of treatment on a daily basis (activity, diet, schedule, tests, etc.).

		<p>9. Identify obvious conflicts between the nursing plan of care and the plan of care of other health care professionals.</p> <p>10. Discuss plan of care with members of health care team.</p> <p>11. Using standard references, compare expected and achieved outcomes of nursing care.</p> <p>12. Identify and communicate reasons for deviations from daily plan of care.</p> <p>13. Assist in modifying daily plan of care and/or expected outcomes.</p> <p>14. Corrects deficiencies in client within the responsibilities and limitations of a student nurse.</p> <p>15. Assist in the discharge planning of selected clients.</p>
<p><u>II. Organization/Initiative/Documentation</u></p> <p>E. Collect pertinent information concerning the condition of the client in an organized way by utilizing the appropriate tools.</p> <p>F. Practice ability to prioritize tasks and utilize time efficiently.</p> <p>G. Indicate a desire to learn by actively interacting with colleagues, staff, clients, and instructors.</p> <p>H. Participate in the communication process with client, staff, and instructor.</p> <p>I. Implement the plan of care to assigned one to two clients in structured settings within the legal and ethical parameters in collaboration with the client and members of the health care team.</p> <p>J. Accurately record observation and information according to appropriate semester skills.</p> <p>K. Assist in implementing teaching plan for clients with common health problems and well defined learning needs.</p> <p>L. Recognize and utilize organizational principles involved with client care.</p>	<p>C1, C3, C4, C6, C7, C8, C9, C12, C16, C17</p> <p>F1, F2, F3, F4, F8, F11, F13, F16</p>	<p>1. Identifies organizational principles and priorities in approaching care to meet basic client needs in order to make judgments and organize care of one to two patients.</p> <p>2. Varies the approach to nursing care appropriately according to changes in the client's condition, schedule and/or equipment available.</p> <p>3. Utilizes available resources appropriately for data collection and procedures.</p> <p>4. Follows instructions appropriately.</p> <p>5. Offers assistance to staff and classmates.</p> <p>6. Seeks out own learning experiences.</p> <p>7. Prepares and submits clinical assignments on time and date assigned.</p> <p>8. Reports pertinent information to clinical instructor and appropriate staff nurse in a professional manner.</p> <p>9. Consults with instructors/designated supervisor on wording and/or appropriateness of phrases before entering in chart (judgment, opinions).</p> <p>10. Documents assessment data and other information for instructor legible, using appropriate terminology and spelling with assistance.</p> <p>11. Charts pertinent observations about client, equipment, and nursing care including diet, elimination, and client changes.</p> <p>12. Charts date, time and identification in appropriate areas.</p> <p>13. Enters vital signs on chart accurately.</p> <p>14. Documents only after care is completed in appropriate time limit as designated by instructor.</p> <p>15. Gives summary to primary nurse before leaving the floor for breaks or end of day.</p> <p>16. Keeps clinical procedure checklist up to date.</p> <p>17. Assist in identifying basic health-related learning needs of clients.</p>

		<p>18. Contribute to the development of a teaching plan.</p> <p>19. Implement aspects of an established teaching plan.</p> <p>20. Assist in evaluation of learning outcomes using structured evaluation tools.</p>
<p>III. <u>Basic Nursing Skills</u></p> <p>M. Apply basic principles of microbiology and medical asepsis and participate in the prevention of nosocomial infections.</p> <p>N. Promote a safe, effective care environment conducive to the optimal health and dignity of the client.</p> <p>O. Relate clinical learning with classroom theory and client data.</p> <p>P. Utilize principles and factors that maintain or restore health.</p> <p>Q. Assist in the coordination of human and material resources for the provision of care of assigned clients.</p>	<p>C3, C10, C11, C15, C16, C18, C19, C20</p> <p>F3, F4, F8, F9, F12</p>	<ol style="list-style-type: none"> 1. Aid in identifying others who can assist in client care. 2. Carry out nursing measures to promote rehabilitation. 3. Assist in fostering client growth during alterations in health status. 4. Safely administer medications and treatments following established protocols. 5. Practices appropriate handwashing techniques. 6. Avoids contamination of self (wearing gloves, appropriate attire, etc.). 7. Avoids contamination of staff, (collection of specimens, performing procedures, equipment, etc.). 8. Avoids contamination of client (performing procedures, client hygiene, etc.). 9. Keeps client's environment clean and safe. 10. Provides adequate safety measures for client during activities of daily living (side rails, call light, gait belt, bed position, etc.). 11. Applies principles of body mechanics according to facility/school guidelines. 12. Performs basic nursing skills utilizing principles presented in classroom/clinical setting safely and effectively to meet basic physiologic needs including: oxygenation, nutrition, circulation, elimination, activity, comfort, rest, sleep. 13. Provide basic initial intervention for emergencies such as CPR. 14. Initiate basic nursing measures to foster psychosocial well being through appropriate sensory stimulation and promotion of integrity and autonomy. 15. Assist members of the health care team with examinations and routinely performed procedures. 16. Monitor, report, and document responses to treatments, medications, and procedures.

<p>IV. Professionalism</p> <p>R. Identify the responsibilities and limitations of student nurse including the legal and ethical aspects.</p> <p>S. Participate in activities which support the organizational framework of structured health care settings and that focus on improving the health care of clients.</p> <p>T. Demonstrate behaviors that promote the development and practice of vocational nursing.</p> <p>U. Demonstrate accountability for own nursing practice.</p> <p>V. Observe and communicate patient's Bill of Rights to clients.</p> <p>W. Participate in the identification of client needs for referral to appropriate sources of assistance.</p>	<p>C4, C9, C11, C12, C13, C14 F6, F13, F14, F15, F16, F17</p>	<ol style="list-style-type: none"> 1. Identify major community resources that can assist in meeting client needs. 2. Report unsafe client care environment and equipment. 3. Participate in activities with other health care team members to resolve identified problems. 4. Implement established cost containment measures in direct client care. 5. Contacts the instructor for proper supervision. 6. Recognize and communicate ethical and legal concerns through established channels of communication. 7. Assumes responsibility for actions. 8. Adheres to the rules and guidelines of the vocational nursing program. 9. Follows the guidelines and rules of the clinical agency. 10. Uses proper surnames in clinical setting for clients, staff and self. 11. Protects the confidentiality of client and staff. 12. Introduces self to appropriate personnel and client. 13. Displays interest in self-improvement by accepting constructive criticism with a non-defensive attitude. 14. Maintains open communication and appropriately interacts with client and client families. 15. Maintains open communication and appropriately interacts with instructor, staff, and co-students. 16. Consults clinical instructor regarding learning needs. 17. Presents a professional appearance by utilizing appropriate hygiene/grooming measures according to guidelines stated in the student handbook. (Uniform, shoes, hair, makeup, jewelry, hygiene, etc.) 18. Arrives at clinical setting on time, prepared for clinical day. 19. Exhibits punctuality in leaving and returning from breaks and meals. 20. Actively participates in clinical conferences. 21. Departs from clinical setting at specified time. 22. Reports to proper authority prior to being absent or late, or leaving nursing unit for any reason. 23. Providing nursing care within limits of nursing knowledge, experience and ethical/legal standards of care. 24. Uses self-evaluation process to improve own nursing practice.
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Student Name: _____ SS# _____ - _____ - _____

Semester: _____ Date: _____

Note: Student must meet all baseline competencies to pass the course.

The above named student _____ has _____ has not mastered all baseline competencies for the course.

Instructor (Print) Instructor (Signature) Date