Department Associate Degree Nursing
Course Title: Clinical Registered Nursing OB/PEDI
Section Name : RNSG 2363.98
Semester: Fall 2013
Time: TBA SA/SU
Classroom: Hospital
Instructor: B. Stone , MSN, RNC, LRN, IBCLC, RLC
Email: bstone@odessa.edu
Office: CT 221C
Phone: 432-335-6458
Office Hours: M 4-515pm W 9-11:30am, W 4-515pm

Total Course Hours: 3 Credit Hours   (144 clinical hours) 12-24 contact hours weekly

Placement: Second Yea**r,** (third semester**)** of the Nursing Program

Course Description

Course Description: : A health-related work-based learning experience that enables the student to apply specialized occupational theory, skills and concepts to care of pediatric patients, obstetrical patient and their families. Direct supervision by agency preceptors/faculty extenders utilized with licensure and/or credentials verified on each individual's preceptor agreement.

End-of-Course Outcomes: As outlined in the learning plan; apply theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws and interactions within and among political, economic, environmental, social and legal systems associated with the occupation and the business/industry and will demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation.

Lab Recommended

Lab is incorporated into class, we will do simulations periodically in clinical

Required Texts: These are utilized in class and clinical as resouces.
    REQUIRED TEXTBOOKS: The following textbooks and references are required:

McKinney, E.S. et Al (2013), *Maternal-Child Nursing. (4*th *ed.)*
    St. Louis, Missouri: Elsevier Saunders
McKinney, E.S. et Al (2013), *Study Guide Maternal-Child Nursing. (4*th *ed.)*
    St. Louis, Missouri: Elsevier Saunders
McKinney, E.S. et Al (2013), *Virtual Clinical Excursions Maternal Child Nursing, (4*th *ed.)*
    St. Louis, Missouri: Elsevier Saunders
Stone, B. (2012). *RNSG 2201 Leaning Materials* Packet. Unpublished manuscript.
    Odessa College Associate Degree Nursing: Odessa, Texas.

E versions of the above books are available and may be purchased if the student wishes.

Other references include books assigned in previous courses and
Pageburst by evolve.

Ignatavicius, D., Workman, M.L., (2012). Medical-Surgical Nursing: Patient-Centered Collaborative Care, Single Volume, (7th Edition) Publication Date: February 23, 2012 | ISBN-10: 1437728014 | ISBN-13: 978-1437728019 | Edition: 7

Deglin, J. & Vallerand, A. (2010) Davis's Drug Guide for Nurses (12th Ed.). Davis: PhiladelphiaPublication Date: June 14, 2010 | ISBN-10: 0803623089 | ISBN-13: 978-0803623088 | Edition: 12

Gahart, B. & Nazareno, A. (2012), Intravenous Medications.A Handbook for Nurses and Health Professionals (28th Ed.) Mosby: St.Louis.8Pagana, K.D. & Publication Date: July 29, 2012 | ISBN-10: 0323084818 | ISBN-13: 978-0323084819 | Edition: 29

Pagana, T.J. (2009) Mosby's Manual of Diagnostic & Laboratory Test (4th Edition). Mosby: St Louis, Publication Date: October 21, 2009 | ISBN-10: 0323057470 | ISBN-13: 978-0323057479 | Edition:

Winningham, M. and Preusser, Barbara A. (2013) *Critical Thinking Cases in Nursing. (5*th *ed.)*
    St. Louis, Missouri: Elsevier Saunders

The following books are helpful but not required.

Hogan, M (2013) *Maternal Newborn Nursing Review & Rationale (3*rd *ed.)* Pearson: Upper Saddle River.

Hogan, M (2013) *Child Health Nursing Review & Rationale (3*rd *ed.)* Pearson: Upper Saddle River

Description of Institutional Core Objectives (ICO's)
Given the rapid evolution of necessary knowledge and skills and the need to take into account global, national, state, and local cultures, the core curriculum must ensure that students will develop the essential knowledge and skills they need to be successful in college, in a career, in their communities, and in life. Therefore, with the assistance of the Undergraduate Education Advisory Committee, the Coordinating Board has approved guidelines for a core curriculum for all undergraduate students in Texas.

Through the application and assessment of objectives within the institution's core curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world; develop principles of personal and social responsibility for living in a diverse world; and advance intellectual and practical skills that are essential for all learning. Appropriate Odessa College faculty periodically evaluates all of the courses listed in the descriptions on the following pages of this catalog and keys them to Odessa College's Institutional Core Objectives (ICOs), as defined by the Texas Higher Education Coordinating Board (THECB). (Source: *Odessa College Catalog of Courses 2012-2013, page 73)*

Odessa College's Institutional Core Objectives (ICOs):
1) *Critical Thinking Skills* - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
2) *Communication Skills* - to include effective development, interpretation and expression of ideas through written, oral and visual communication
3) *Empirical and Quantitative Skills* - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
4) *Teamwork* - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
5) *Personal Responsibility* - to include the ability to connect choices, actions and consequences to ethical decision-making
6) *Social Responsibility* - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Learning Outcomes for RNSG 2363 Clinical- Registered Nursing

Outcome	ICO
Utilize the five steps of the nursing process (assessment, analysis, planning, implementation and evaluation) and critical thinking to determine the health status and health needs of pediatric clients and their families. (PO1,2,3,5,7)	*Critical Thinking Skills* - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Differentiate patterns and modes of family development, communication and decision making processes within the political, economic and societal environment influencing the family unit in clinical arena.(PO 1,3)	*Communication Skills* - to include effective development, interpretation and expression of ideas through written, oral and visual communication
Correlate current literature and implication of research findings to improving obstetric and pediatric client care in clinical arena.	*Empirical and Quantitative Skills* - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Collaborate with patients, families and the multidisciplinary health care team for the planning, delivery and evaluation of care in the childbearing and childrearing family pediatric climate.	*Teamwork* - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
Assume accountability and responsibility for quality nursing care, including the role of the nurse as advocate. (PO 12,13)	*Personal Responsibility* - to include the ability to connect choices, actions and consequences to ethical decision-making
Relate concepts and processes related to pediatric clients and their families, including physical and psychosocial growth and development, medical diagnosis and treatments,	*Social Responsibility* - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Odessa College Policies

Academic Policies
Note that the OC Student Handbook states (page 32) that "[i]n cases of academic dishonesty, the instructor has the authority to impose appropriate scholastic penalties. Complaints or appeals of disciplinary sanctions may be filed in accordance with the college due process procedure. Copies of the college due process procedure are available in the office of The Director of Student Life (CC104)."
For more information on your rights and responsibilities as a student at Odessa College, please refer to the following: *The 411 of OC: Student Handbook 2012-2013; Student Rights & Responsibilities http://www.odessa.edu/dept/studenthandbook/handbook.pdf*

Scholastic Dishonesty
Scholastic dishonesty shall constitute a violation of these rules and regulations and is punishable as prescribed by board policies. Scholastic dishonesty shall include, but not be limited to, cheating on a test, plagiarism and collusion.

> **"Cheating on a test" shall include:**
> • Copying from another student's test paper
> • Using test materials not authorized by the person administering the test.
> • Collaborating with or seeking aid from another student during a test without permission from the test administrator.
> • Knowingly using, buying, selling, stealing or soliciting, in whole or in part, the contents of an unadministered test.
> • The unauthorized transporting or removal, in whole or in part, of the contents of the unadministered test.
> • Substituting for another student, or permitting another student to substitute for one's self, to take a test.
> • Bribing another person to obtain an unadministered test or information about an unadministered test.
> • "Plagiarism" shall be defined as the appropriating, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own written work.
> • "Collusion" shall be defined as the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements. (Source: *Odessa College Student Handbook 2012-2013, page 29-30*)

Special Populations/Disability Services/Learning Assistance
Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you have any special needs or issues pertaining to your access to and participation in this or any other class at Odessa College, please feel free to contact me to discuss your concerns. You may also call the Office of Disability services at 432-335-6861 to request assistance and accommodations.

Odessa College affirms that it will provide access to programs, services and activities to qualified individuals with known disabilities as required by **Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 (ADA)**, unless doing so poses an undue hardship or fundamentally

alters the nature of the program or activity Disabilities may include hearing, mobility or visual impairments as well as hidden disabilities such as chronic medical conditions (arthritis, cancer, diabetes, heart disease, kidney disorders, lupus, seizure disorders, etc.), learning disabilities or psychiatric or emotional disabilities. A student who comes to Odessa College with diagnosed disabilities which may interfere with learning may receive accommodations when the student requests them and submits proper documentation of the diagnosis. A Request for Accommodations form and guidelines for beginning the request process are available in the OC Help Center or on the Odessa College web site at www.odessa.edu/dept/counseling/disabilities.htm. The college strives to provide a complete and appropriate range of services for students with disabilities such as assistance with testing, registration, information on adaptive and assistive equipment, tutoring, assistance with access and accommodations for the classroom where appropriate. For information regarding services, students with disabilities should contact the Office of Disability Services in the OC Help Center located in Room 204 of the Student Union Building or call 432-335-6433. (Source: *Odessa College Catalog of Courses 2012-2013, page 52*)

Dropping a Course or Withdrawing from College
Students wishing to drop a non-developmental course may do so online using WebAdvisor, at the Wrangler Express, or Registrar's Office. A student wishing to drop a developmental course or withdraw from college should obtain a drop or withdrawal form from the Wrangler Express or the Registrar's Office. Students are encouraged to consult with instructors prior to dropping a class. Students may not completely withdraw from the college by use of the Web. Students must drop a class or withdraw from college before the official withdrawal date stated in the class schedule. Students who are part of the Armed Forces Reserves may withdraw with a full refund if the withdrawal is due to their being ordered into active duty. A copy of the student's orders must be presented to the Registrar's Office at the time of the withdrawal. For details, please contact the Office of the Registrar. **No longer attending class does not automatically constitute withdrawal from that class, nor does a student's notification to an instructor that the student wishes to be dropped. Failure of a student to complete the drop/withdrawal process will result in a grade of "F."** (Source: *Odessa College Catalog of Courses 2012-2013, page 36*)

Learning Resource Center (LRC; Library)
The Library, known as the Learning Resources Center, provides research assistance via the LRC's catalog (print books, videos, e-books) and databases (journal and magazine articles). Research guides covering specific subject areas, tutorials, and the "Ask a Librarian " service provide additional help.

Student Success Center (SCC)
Located in the LRC, the Student Success Center (SSC) provides assistance to students in meeting their academic and career goals. We strive to provide new and updated resources and services at no charge to OC students. Academic support services include tutoring, study skills training, workshops, and the mentoring program. Tutoring is available for a variety of subjects including college mathematics, English, government, history, speech, chemistry, biology, and all developmental coursework. Appointments are preferred, but walk-ins will be served as soon as possible. Smarthinking online tutoring is also available. All computers in the center have Internet access, Microsoft Office, and software resources to assist OC students in improving their reading, writing and mathematical skills. The center also offers special assistance to students preparing for the THEA/COMPASS test. Computer lab assistants are available to assist students with student email, Blackboard, OC portal, Course Compass and more. For more information or to make an appointment, please call 432-335-6673 or visit www.odessa.edu/dept/ssc/ (Source: *Odessa College Catalog of Courses 2012-2013, page 54*)

Student E-mail
Please access your Odessa College Student E-mail, by following the link to either set up or update your account: http://www.odessa.edu/gmail/. **Correspondence will be submitted using your Odessa College email as an alternative method to contact you with information regarding this course.**

Technical Support
For Blackboard username and password help and for help accessing your online course availability and student email account contact the Student Success Center at 432-335-6878 or
      online at https://www.odessa.edu/dept/ssc/helpdesk_form.htm.

Expectations for Engagement – Face to Face Learning
To help make the learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the learning environment. Students and instructors are welcome to exceed these requirements.

Reasonable Expectations of Engagement for Instructors

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
- provided my contact information at the beginning of the syllabus;
- respond to all messages in a timely manner through telephone, email, or next classroom contact; and,
- notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I'm unavailable.

2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
- provide clear information about grading policies and assignment requirements in the course syllabus, and
- communicate any changes to assignments and/or to the course calendar to students as quickly as possible.

3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
- return classroom activities and homework within one week of the due date and
- provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

Reasonable Expectations of Engagement for Students

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
- attend the course regularly and line up alternative transportation in case my primary means of transportation is unavailable;

- recognize that the college provides free wi-fi, computer labs, and library resources during regular campus hours to help me with completing my assignments; and,
- understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my personal computer equipment or internet service is unreliable.

2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to,
- missing class when a major test is planned or a major assignment is due;
- having trouble submitting assignments;
- dealing with a traumatic personal event; and,
- having my work or childcare schedule changed so that my classroom attendance is affected.

3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
- seek out help from my instructor and/or from tutors;
- ask questions if I don't understand; and,
- attend class regularly to keep up with assignments and announcements.

Tobacco Free Policy

In accordance with Tobacco-Free Policies of area health care facilities, students are **not** allowed to consume tobacco during clinical experiences. Students are not allowed to leave the grounds of the health care facility, to consume tobacco (or for any other reason). If a student leaves the grounds of the clinical site or violates the Tobacco-Free Policy of the Odessa college Nursing program or of a clinical facility, a written warning will be issued to the student by the instructor for the first event. If a second event occurs, a second written warning will be issued. The student will receive a clinical failure for the clinical course in which he/she is enrolled if a third violation occurs.

Students are allowed to wear a nicotine Patch to clinical experiences but are not allowed to chew Nicotine gum. "Gum chewing is not permitted while in the clinical area". (See page 35, number 11 CLINICAL, Odessa college student Handbook.)

Fall 2013 (8/26/13-12/14/13)
NOTE: College business offices are closed from Wed., Nov 27 through Sun., Dec 1.
FALL & SPRIN G BUSINESS HOURS :
Wrangler Express Center: M-Th: 7:30 am-7 pm; Fri: 7:30 am-5 pm; Sat: 9 am-noon
Other offices: M-Th: 8 am-5:30 pm; Fri: 8 am-1 pm
SUMMER BUSINESS HOURS
Wrangler Express Center: (beginning May 20) M-Th: 7:30 am-7 pm; Fri: 8 am-5 pm: Closed Saturdays
(beginning Aug 3, Wrangler Express will also be open 9 am-noon on Saturdays)
Other offices: May 20-Aug 17 (M-Th: 7:30 am-5:30 pm; closed Fridays)
Registration:
On the Web (5 am to Midnight, 7 days a week.... **Apr 15-Aug 25**
In Person (See Business Hours Above)... **Apr 15-Aug 23**
FOR TUITION AND FEE SCHEDULES & PAYMENT INFORMATION, PLEASE CHECK ONLINE AT www.odessa.edu
Classes Begin...**Aug 26 (Mon)**
Late Registration & Schedule Changes (Add/Drop):
On the Web (5 am to Midnight, 7 days a week)...**Aug 26-27 (Mon-Tues)**
In Person (See Business Hours Above)... **Aug 26-27 (Mon-Tues)**
Holiday (Labor Day – Offices closed except for Wrangler Express – No Classes).. **Sep 2 (Mon)**
Census Day.. **Sep 11 (Wed)**
Last Day to Drop or Withdraw with a "W" (1st eight week courses)...**Oct 4 (Fri)**
First Eight Weeks End..**Oct 18 (Fri)**
Second Eight Weeks Begin...**Oct 21 (Mon)**
Deadline for Fall Degree Application..**Nov 1 (Fri)**
Last Day to Drop or Withdraw with a "W" (full semester length courses)..**Nov 12 (Tues)**
Last Day to Drop or Withdraw with a "W" (2nd eight week courses)...**Nov 26 (Tues)**
Student Evaluation of Instruction Survey Available Online.. .... **Nov 18-22 (Mon-Fri)**
Thanksgiving Holiday (begins 9 pm Tues, Nov 26)..**Nov 27-30 (Thurs-Sat)**
Last Class Day..**Dec 7 (Sat)**
Final Exams..**Dec 9-12 (Mon-Thurs)**
End of Semester...**Dec 12 (Thurs)**
Fall Graduation.. **Dec 14 (Sat)**
College Offices Closed... **Dec 21-Jan 5 (Sat-Sun)**

Course Policies
TEACHING/LEARNING METHODS:

The following teaching/learning methods may be incorporated into RNSG 2363: Lecture, discussion, case studies, technological instructional modalities, reading assignments, peer interaction, role playing, group project/assignments, writing assignments, oral presentations, during post conference, guest speakers, and study guides group activities.

MATH COMPETENCY: Math competency will be demonstrated by the student throughout the course by correctly calculating math problems related to medication administration to children in the classroom and clinical environment, and through the use of ATI tutorials.

Math Competency Testing in Third Semester
Competency Testing in Third Semester

Third semester students will be tested on math competency during RNSG 2363, Clinical Obstetric/Pediatric. The exam will be administered during the second week of the semester of the course   Content will include content tested in second semester in addition to pediatric and obstetrical calculations.

The third semester student must achieve a minimum passing grade of 88% (25 x4 = 100%; 4 X 22 correct = 88%). The third semester student will be allowed to participate in clinical activities while completing medication math competency requirements since this level of student is closely supervised, or as in the case of the transition student, has nursing experience. Students not passing the first exam will take a second exam within two weeks of the first exam and after

completing documented remediation approved by the course instructor. If unsuccessful on the second attempt, the student must withdraw from Clinical-Obstetric/Pediatrics RNSG 2363 & RNSG 1512. The student will be eligible for re-admission to RNSG 1512 & RNSG 2363 pursuant to the readmission policies.

The student will be eligible for re-admission pursuant to the readmission policies

1. Adhere to the requirements in the OC Nursing Student Handbook.
2. Take all unit exams and the final exam.
3. All assignments must be turned in or the student will receive an incomplete (grade of "I") for the course.
4. Content to be tested on the unit exams will follow course objectives and may include: math problems, assigned reading, information from audiovisual/learning aids, classroom content, study guides and other assigned activities and since this is a comprehensive class each exam may contain questions related to prior content. Exam grades will not be posted.
5. Each unit of study will require the student to complete assignments as instructed.
6. Cell phones and beepers are distracting to students and the instructors when thy ring during class. Cell phones and beepers must be turned off or placed in the silent mode while in class and placed in designated cell phone area.

Disclaimer
This syllabus is tentative and subject to change in any part at the discretion of the instructor. Any changes will be in accordance with Odessa College policies. Students will be notified of changes, if any, in timely manner.
General Course Requirements
1. Attend class and participate.
2. Contribute and cooperate with civility.

3. Submit assignments on time. Late work will not be accepted. Medical and/or family circumstances that warrant an extension on assignments need to be presented to the instructor. Extensions will be allowed at the instructor's discretion.

Original Effort
The work submitted for this course must be original work prepared by the student enrolled in this course. Efforts will be recognized and graded in terms of individual participation and in terms of ability to collaborate with other students in this course.

Description of students
Students enrolled in this course must have successfully completed the first year of the associate degree nursing program.

Course prerequisites

Prerequisite:

All required prerequisite general education courses.
RNSG 1108, RNSG 1215, RNSG 1360, RNSG 1361,
RNSG 1443, RNSG 1513, RNSG 2161, and RNSG 2213
or consent of department.

Course Alignment with Industry Standards: The Differentiated Essential Competencies (DECs) is the third generation of Texas Board of Nursing (BON) education competencies with differentiation based upon the education outcomes of three levels of prelicensure nursing education programs. They were written with input from the BON Advisory Committee for Education (ACE) with input from nursing programs , nursing organizations, affiliating agencies, employers, and other stakeholders. The 2010 revision incorporates concepts from current literature, national standards, and research. The DECs were designed to provide nursing education to for curriculum development and revision and for effective preparation of graduates who will provide safe, competent, compassionate care. The DECS outline knowledge, clinical behaviors, and judgments necessary to meet the essential competencies, but it is acknowledged that all competencies can be evaluated upon graduation.

Course Objectives: Course Objectives utilize the framework of Differentiated Essential Competencies of Graduates of Texas Nursing Programs. At the completion of this course, the student should be able to (PO = corresponding program objective).

Member of Profession:

1. Demonstrate responsibility for continued competence in providing nursing care to pediatric patients and their families. (PO 4)
2. Assume responsibility and accountability for the quality of nursing care provided to pediatric patients and their families. (PO 2)
   a. Utilize a systematic process in prioritizing nursing actions while planning care for the obstetrical patient and the newborn using the nursing process and critical thinking. (PO# 9)

Provider of Patient Centered-Care:

3. 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. Categorize concepts and processes related to pediatric patients and their families, including physical and psychosocial growth and development, medical diagnosis and treatments, pathophysiology, cultural and spiritual practices related to health, illness, and death and dying. (PO5,7,9)
   a. Utilize and demonstrates specialized data collection tools to assess and interpret health related data of pediatric patients.
   b. Correlate disease transmission, risk factors, and preventive health practices to risk factors for the pediatric patients and family.
   c. Discern how patterns and modes of family development, communication and decision making processes within the political, economic and societal environment influencing the family unit.

     d.   Relate established theories such as Abraham Maslow's Needs Theory and Erik Erickson's Theory of Psychosocial Development and organizes plans of care utilizing these theories for the pediatric patients and their families.

4.   Use clinical reasoning and established evidence-based policies as the basis for decision making in nursing practice. Prepare nursing care plans utilizing the five steps of the nursing process and critical thinking to predict health status and health care needs of pediatric patients and their families. (PO 5)

5.   Outline teaching plans appropriate to the health care needs of pediatric patients and their families, including age specific therapeutic communication principles that deliver appropriate care to pediatric patients and their families. (PO11)

Patient Safety Advocate:

6.   Implement measures to promote quality and a safe environment for patients, self and others. (PO 14)

Member of the Health Care Team:

4.   Contribute to the collaborative process with patients and families to ensure cost effective continuity of care during and after the hospital stay. (PO21)
      a.   Identify community resources including agencies and health care providers related to the needs of pediatric patients and their families.
      b.   Recognize major public issues, programs and health care cost associated with provision of pediatric health care.
      c.   Describe how collaboration with other members of the health care team is necessary to individualize planning and delivery of care to the pediatric patients and family.

Digital Protocol
Cell phones must be placed on either *vibrate* or *silent* mode and are to be accessed in emergency cases
Only, or when using to look up medications or labs on clients. Some of your written assignments will be submitted electronically on Blackboard. **The electronic recording of the time on Blackboard will be considered the time of assignment submission. Take necessary steps to ensure that your assignments are submitted on "Blackboard" time.** Back-up
and/or additional copies of all assignments submitted is encouraged. **Computers/printers are available to OC students in the LRC (301-303); therefore, not having access to a computer due to technical issues (crash; corrupted files) will not be considered as an acceptable reason for not completing assignments.** If there is a loss of server connection with Odessa College due to maintenance, then an email will be sent to student with pertinent information and status reports. Assignments submitted electronically need to be **WORD documents (doc or docx).**

Cell Phone Use at Clinical Agencies

In an effort to protect client confidentially, students are not allowed to talk on cell phones or text in any patient care area. Students may use cell phones to access medical information related to patient care in the privacy of non-patient care areas, such as break rooms. Patients should not be discussed on cell phones or via text under any circumstances. Violation of this policy may be cause for dismissal from the nursing program.

Pictures of any kind may **NOT** be taken in any health care facility by any device. Violation of this policy **WILL** result in dismissal from the program.

Revised: 9/04; 6/10; 6/12

PDA Policy

Definition: A personal digital assistant (PDA) is also known as a palmtop computer or personal data assistant. The PDA is a mobile device that functions as a personal information manager. Currently PDA's have the ability to connect to the internet. A PDA has an electronic visual display, enabling it to include a web browser, but some newer models have audio capabilities, enabling them to be used as a mobile phone or portable media player. Many PDA's can access the Internet by Wi Fi or Wirelesss Wide Area Networks. http://en.wikipedia.org/wiki/Personal_digital_assistant

Guidelines:
1. Nursing students shall follow all Student Handbook guidelines regarding the use of cell phones and electronic media in the clinical setting. (See cell phone policy and social networking policy)

2. Nursing students shall use their PDA's to access copies of their text books, drug books, IV books, and other electronic books that are pertinent to their clinical objectives.

3. Nursing students may use the PDA's to access approved websites or electronic resources only to gain information pertinent to their clinical objectives and information for patient teaching.

4. Nursing students shall not use the PDA's to access any personal information or social networking site during the clinical time or on the clinical sites (see social networking policy).

5. Nursing students shall not collect or transmit any information in a forum which could be construed as Protected Health Information (PHI) under the Health Information Portability and Accountability Act (HIPAA). Protected Health Information is any information about health status, provision of health care, or location of health care.

Reporting: Nursing students, faculty, and preceptors have a duty to report nursing students who violate the PDA policy. Any policy infractions and or abuse should be sent to the Director of Associate Degree of Nursing.

Disciplinary actions: PDA's must not be used for communication in any manner inconsistent with the cell phone policy or social media policy. Failure to follow this policy and its condition may result in disciplinary action up to and including termination from the nursing program

Attendance Policy Students are expected to attend class regularly. Attendance will be recorded using a "sign in" sheet. Excessive absences will be grounds for disciplinary action and will be determined on a case-by-case basis. If you are more than 15 minutes late to clinical or leave class early without notifying the instructor, this will count as an absence Students will be given an unsatisfactory for the day if this occurs.

This has been identified as a course by Career, Technical, and Workforce Education as one in which teaching and learning strategies adopted by AVID will be implemented. As a student in the legal program, you will be expected to develop an understanding of the strategies, to model the strategies, to maintain fidelity of implementation, and to examine how these strategies may impact your effectiveness as a professional in your chosen area of occupation, either through coursework or practicum experience as outlined by the course instructor.

EVALUATION AND GRADING: Using the clinical evaluation tool, performance criteria are measured as" satisfactory" or "unsatisfactory." Evaluation takes place throughout the clinical course at periodic intervals determined by the faculty. Formative evaluations may indicate a criterion as 'needs improvement.' Clinical preceptors provide written and verbal input into the clinical evaluation. Students are encouraged to speak with instructors at any time regarding clinical performance. The final grade is evaluated as 'Pass' or 'Fail."

Instructor observation of care delivered to patients, input from agency staff or preceptors, written care plans, charting, assigned written work, and other requirements are included in the assessment of clinical performance. In order to pass this clinical course, students must receive a grade of PA (Pass) on a written clinical assignment. A grade of PA (PASS) is awarded when the student earns a *minimum of 80 points* according to the grading criteria for this assignment. The assignment consists of an assessment (Sim charting) and concept map for a patient to who care was given.

The clinical evaluation tool for each clinical course denotes non-critical and critical elements. A critical element is defined as a behavior to be met during each clinical experience. Critical elements are distinguished on the evaluation form by the use of **"**"**.

1. Unsatisfactory rating on a *non-critical element* will be addressed in the following manner: **(u = unsatisfactory)**

   first "u"- The infraction will be identified and a written feedback to improve performance will be given. The student may continue in the clinical course.

   second "u"- student will meet with the clinical faculty to discuss the second infraction and be given a prescription on how to correct infraction/problem. Also during this meeting the student will be given a warning that another infraction occurs during the clinical semester, the student will fail the clinical course. The student may continue in the clinical course.

   third "u"- student will meet with clinical faculty team to discuss the third infraction. In courses with no designated team, the faculty member will meet with

   the Level Coordinator or designee. The Program Director will be informed of student situation and subsequent actions. The student will receive a clinical failure grade for the course and options, in regards to the nursing program, will be discussed with the student at this time.

2**.**   Unsatisfactory rating involving a *critical element* will be addressed in the following manner:

>   **first "u"**- the student will meet with the clinical faculty and be given a written prescription for improvement. The student may continue in the clinical area.

>   **second "u"**- in <u>any</u> critical element- A meeting will be arranged by the clinical faculty team to meet with the student. In courses with no designated team, the faculty member will meet with the Level Coordinator or designee. The student will be given written documentation regarding the second critical element infraction and given a clinical failure grade for the semester. Program status will be discussed at this time.

Clinical failures may occur before the clinical course is completed or may occur at the end of a course. In cases of clinical failure, the student will be apprised of the failure as soon as reasonably possible. If clinical failure occurs before the end of the semester, the student has the option of continuing in the didactic course although a passing grade cannot be issued in the didactic course since the clinical course was failed. If the student questions the decision, he/she may refer to the grievance policy.

Immediate dismissal from the Nursing Program may occur with serious violations of safe clinical practice. The following are unsafe practice categories according to patient/client impact:

>   **Physical Hazard:** A physical hazard is any action performed by the student which could endanger the patient's life. Examples of a physical hazard include (but not limited to) medication error, leaving the side rails down, leaving patient unattended while in bath, bed in high position, removing oxygen from a patient over a period of time, non-report of symptoms that could endanger patient, attempting to practice beyond scope, attempting skills that have not been checked off by instructor, performing a skill without proper or approved supervision.

>   **Emotional Hazard**: An emotional hazard is any verbal or non-verbal behavior by the student which puts the patient in danger, or is inappropriate, or unprofessional. Examples of an emotional hazard include (but not limited to) displaying emotional outbursts, cursing, obscene facial or hand gestures, yelling at faculty, staff or patient, racial slurs/comments, talking about patient in an inappropriate setting, making unfavorable statements regarding patients or their significant others to other students in an inappropriate setting or to the public.

Verbal and written feedback on student performance occurs throughout the course (formative evaluation). A summative or final evaluation occurs at the end of the course. Students are encouraged to speak with instructor(s) at any time regarding clinical performance.

Clinical evaluation will reflect the student's ability to meet clinical objectives and to implement classroom theory. Any identified weakness will need to be strengthened by the end of the course. As the course progresses, the instructor may rate clinical objectives as **Needs Improvement (NI).**

Satisfactory ratings of clinical objectives signify at least minimal accomplishment of tasks as stated or required. The student is consistent in performing nursing responsibilities. A satisfactory rating on all objectives on the summative (final) evaluation is necessary for the student to earn a pass (PA) in clinical courses.

FACTORS TO BE CONSIDERED:

Psychomotor Skills

Demonstrates manual dexterity

Practices aseptic technique--medical, surgical

Adapts procedure according to patients situation, growth and developmental level and family expectations

Demonstrates safety measures in care of patients and environment

Considers psychological factors in performance of physical care

Involves patients/family in physical care activities

Cognitive Skills

Applies facts and principles

Seeks learning experiences

Communicates therapeutically with pediatric patients, families

and health care team

Set priorities and takes appropriate actions

Assesses and observes needs of patients/families

Intervenes in nursing care situations as appropriate

Recognizes stress

Uses nursing process as the basis for nursing care

Provides privacy for patients/families as appropriate

Affective Skills

Demonstrates effective interpersonal relationships

Accepts constructive criticism

Copes with stress in an appropriate manner

Meets designated standards of conduct

Performs with minimal supervision

Adheres to student dress code

Behaves in responsible manner (defined in Student Handbook)

EVALUATION DATA:

Instructors will obtain evaluation data by the following means:

Direct observation

Conference with students

Conferences with hospital nursing staff

Interviews with patients/families

Post conference participation

Charting

Student clinical summary and preparatory work

Anecdotal records

Unsatisfactory ratings on clinical objectives signify unacceptable performance in one or more areas. The student displays one or more of the following:

1) Unsafe practice by the lack of application of principles of safety and asepsis;

2) Failure to accomplish task(s);

3) Disregard for the patient and /or family in administering care;

4) Inability to identify or correct errors;

5) Inability to transfer theory knowledge to clinical practice; and/or

6) Inconsistent clinical behavior in the performance of nursing responsibilities.

7) Turning in assigned work late. 10pt will be subtracted for each day late.

The clinical evaluation tool denotes non-critical and critical elements. A critical element is defined as a behavior to be met during each clinical experience. Critical elements are distinguished on the evaluation form by the use of "**".

In cases of clinical failure, the student will be apprised of the failure as soon as reasonably possible. If clinical failure occurs before the end of the semester, the student has the option of continuing in the didactic course although a passing

grade cannot be issued in the didactic course since the clinical course was failed. If the student questions the decision, he/she may refer to the grievance policy

Course failure

The clinical course is evaluated on a satisfactory/unsatisfactory basis. The evaluation is based on the student's performance in each of the designated clinical areas. Failure in the clinical setting is defined as a failing to satisfactorily meet any one of the course clinical objectives. All clinical objectives must be satisfactorily met before the end of the course (See Learning Material Packet).

1. The evaluation tools will allow the student's activities to be rated as satisfactory, unsatisfactory, or not available.

2. The purpose of the evaluation instrument is to give the student and faculty feedback on the student's achievements of the objectives. The role of the instructor throughout the course is to facilitate the student's learning and give feedback for the purpose of helping the student attain proficiency.

3. All "unsatisfactory" ratings must be addressed and removed during the course. No student will be allowed to progress to the next semester with an "unsatisfactory" rating on the final clinical evaluation.

4. The department chairperson will be notified of a potential or actual failure by the course coordinator and involved faculty member.

5. The preceptor evaluation form will be utilized in the overall evaluation and determination of whether a student has satisfied the objectives and has demonstrated safe care to the patients.

6. The concept map will be graded with a rubric and a score of at least 75 is required to pass this course.

CLINICAL EXPERIENCES:
Clinical experiences will be scheduled at one or more of the following: Medical Center Hospital, Odessa Regional Medical Center, and area clinics. The units utilized at the hospitals will include Antepartum, Postpartum, Labor and Delivery, and GU/GYN.

A grade below 75, "C" does not meet the criteria for progression in the Odessa College Associate Degree Nursing Program. Final course grades will not be rounded up to the next whole number in order for students to achieve a passing grade of 75%. (Example: 74.99 = grade of D). Students must pass the co-requisite clinical course (RNSG 1512) in order to receive a passing grade in RNSG 2263.

Clinical will compliment didactic material and it is expected that the student will prepare for clinical by doing preparation such as reading over content areas related to assigned clinical area and will actively seek out learning opportunities.

COURSE POLICIES:

ALL STUDENTS ARE EXPECTED TO:

1. Adhere to requirements delineated in the Nursing Student handbook.

2. Complete all clinical assignments including pre-work and post-work and turn in assignments on time. Failure to turn in assignments on time will receive an Unsatisfactory for that clinical and 3 unsatisfactory is grounds for clinical failure.

3. All assigned written work must be turned in or the student will receive an Incomplete or failure for the semester. Assignments are graded as satisfactory, need improvement or unsatisfactory. Assignments will be returned for improvement one time only, if not satisfactory after that then a U or unsatisfactory will be recorded. 3 unsatisfactory will constitute a clinical failure.

4. Apply skills and theory taught in the classroom to safely practice in the clinical site.

5. Clinical attendance is required. To report clinical absences call the unit and instructor by 0630. Leave a message with the charge nurse. Failure to call by designated time will be considered no call, no show and will receive a clinical failure for the day. All clinical absences must be made up as arranged by instructor.

6. In clinical where you are assigned a preceptor, you must receive approval by the instructor to go to another clinical area for any reason. (Do not go to another unit without talking to your instructor first).

7. Students are expected to adhere to the dress code policy, if you are not wearing the appropriate attire then you will be sent home, you must have your hair up off of collar, badge must be on your person, you should have a watch, stethoscope and pen light with you unless otherwise instructed.

8. Students are expected to come prepared for their clinical day, arriving unprepared will result in student being sent home with an unsatisfactory or clinical failure for the day. A U in a critical element is serious, 2 unsatisfactory in a critical element designated by ** results in a clinical failure. Three unsatisfactory in a non critical element will result in clinical failure.

Communication Plan

The best way to communicate with the course instructor is via email through Blackboard. Also, check in Blackboard regularly for announcements, including any changes in the course schedule due to instructor illness or conference attendance. Appointments with the instructor may also be scheduled.

Incomplete Policy

An 'Incomplete' grade may be given only if:

1. The student has passed all completed work
2. If he/she has completed a minimum of 75% of the required coursework. A grade of an "I" will only be assigned when the conditions for completions have been discussed and agreed upon by the instructor and the student.

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Clinical CALENDAR: The course calendar will be provided at the beginning of the course