Course Description:
A health-related work-based learning experience that enables the student to apply specialized occupational theory, skills and concepts. Direct supervision is provided by the clinical professional. This beginning level course helps students synthesize new knowledge, apply previous knowledge, and gain experience managing 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. Content includes applicable DEC competencies.

Prerequisite: BIOL 2401, BIOL 2402, CHEM 1406 and acceptance into the Associate Degree Nursing Program. Co-requisite: RNSG 1125 (Professional Nursing Concepts 1), RNSG 1128 (Introduction to Health Care Concepts), RNSG 1216 (Professional Nursing Competencies), and RNSG 1430 (Health Care Concepts 1). Successful completion of all level courses is required for progression. Clinical course fee. (5138010014)

Licensing/Certification Agency: Texas Board of Nursing (TBON)

Course Credit: (1-0-4) Clinical hours: 4

Prerequisites: Prerequisite: BIOL 2401, BIOL 2402, CHEM 1406 and acceptance into the Associate Degree Nursing Program.

Co-requisite: RNSG 1125 (Professional Nursing Concepts 1), RNSG 1128 (Introduction to Health Care Concepts), RNSG 1216 (Professional Nursing Competencies), and RNSG 1430 (Health Care Concepts 1). Successful completion of all level courses is required for progression.

Instructor: Julia Schneider, MSN, RN
Office: HSC G27
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Office hours: posted on door and by appointment

List of Instructors which might use this syllabus:
Krystal Bridwell, MSN, RN
Jackie Hobbs, MSN, RN
Jim Richardson, BSN, RN
Wendy Lewis-Hicks, BSN, RN
Terri Peerenboom, MA, BSN, RN
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Course Rationale: This is a 1st level clinical course which accompanies the lecture and lab classes of RNSG 1125 (Professional Nursing Concepts 1), RNSG 1128 (Introduction to Health Care Concepts), RNSG 1216 (Professional Nursing Competencies), and RNSG 1430 (Health Care Concepts 1), in the ADN program. The course teaches the student to apply the basic nursing skills of caring for adult patients and utilize critical thinking skills in the clinical setting.

Educational Materials:

Required Textbooks:


Elsevier. *Clinical Nursing Skills & Techniques, Nursing Skills Online Course*.


*Mosby’s Dictionary of Medicine, Nursing, & Health Professions*. (9th ed.). St. Louis: Mosby.

(this resource is in your “nursing clinical key resource that is in your vital resources”; if you want a print edition this is the book we recommend)

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*Nurse Practice Act, Nursing Peer Review, Nurse Licensure Compact. Texas Occupations Code and Statutes Regulating the Practice of Nursing* (effective September 2013). Austin: Texas Board of Nursing. (available through the Texas Board of Nursing; www.bon.texas.gov)

RN Skills Kit 1.

**Recommended Textbooks:**


*(All books should be the most current edition available)*

**Program Learning Outcomes:**

After completion of the program, students will be able to:

- Provide a safe and effective care environment for their patients, through appropriate management of patient care and promotion of safety and infection control.
- Provide for patient’s psychosocial integrity.
- Provide for patient’s physiological integrity through basic care and comfort, pharmacological and parenteral therapies, reduction of risk potential, and physiological adaptation.
- Provide for patient health promotion and maintenance.
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- Provide care for patient’s utilizing the nursing process, including assessment, analysis, planning, implementation, and evaluation.
- Provide patient care utilizing critical thinking to prioritize, set goals, apply knowledge with inferential and interpretive reasoning, and predict or evaluate outcomes.

Student Learning Outcomes:
After completion of the program, students will be able to:

- Use clinical reasoning and knowledge based on the nursing program of study, evidenced-based practice outcomes, and research based policies and procedures as the basis for decision-making and comprehensive, safe patient care.
- Demonstrates skills in using patient care technologies and information systems that support safe nursing practice.
- Promotes safety and quality improvement as an advocate and manager of nursing care.
- Coordinate, collaborate and communicate with diverse patients, families and the interdisciplinary health care team to plan, deliver, and evaluate care.
- Adheres to standards of practice within legal, ethical, and regulatory frameworks of the professional nurse.
- Demonstrates knowledge of delegation, management, and leadership skills.
- Demonstrate behavior that reflects the values and ethics of the nursing profession.

Evaluation: Clinical Evaluation Criteria and Tool:
Competency of clinical performance in the various health care settings is evaluated as the ability to perform a qualified duty or job skill of the ADN. The clinical evaluation is a continuous, systematic process of collecting data to determine whether the student has achieved the clinical objectives for a specific course. It also includes identification of individual strengths and weaknesses by focusing on competencies needed by the student to perform adequately as a registered nurse upon graduation.

* The progressive clinical evaluation tool is an evaluation tool which uses behavioral objectives that reflect progression/maintenance through the four clinical levels of the KC ADN program. The first Level, RNSG 1161, will be evaluated through use of the behavioral objectives listed in Level 1.
* The organization of the objectives uses the four major roles of the practicing nurse: Member of the Profession, Provider of Patient-centered Care, Patient Safety Advocate, and Member of the Health Care Team. Faculty will use the clinical evaluation tool to evaluate a student’s performance in the clinical setting.

The clinical grade will be determined as follows:

**78%** of the objectives must receive an independent rating by the end of the clinical course to pass the course.

As outlined in the Progressive Clinical Evaluation Tool an evaluation of the student will be done weekly in the clinical area: I (Independent) = maintains behavior with no coaching, D (Dependent) = minimal coaching required, U (Unsatisfactory) = cannot perform behavior.

a. A mid-term and final clinical evaluation score will be given to each student.
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based on the criteria outlined in the syllabus.

b. Clinical evaluation is derived from data such as direct observation by instructor, student self evaluation, reports from other health team members, student nurse portfolio (medication notebook, assigned care plans), SIM lab activities, case studies, group and/or individual presentations and computer assisted instruction (CAI).

c. Letter grade will be determined by Final Clinical Evaluation where 78% of objectives must be an independent rating, medication worksheets/quizzes, successful shift assessment, successfully performing vital signs on a selected patient in the clinical setting and 2 successful medication administrations in clinical, and successful completion of clinical skills. (the student will have 2 attempts to successfully complete the following check off skills: vital signs on a selected patient, shift assessment on a selected patient, and 2 successful medication administrations (po meds and insulin) if the student is unable to pass these skills the student will be unable to pass the course).

d. Objectives marked by an asterisk (*) are considered to be critical areas of performances and must be independently performed at the final evaluation.

e. Specific clinical objectives known as “critical behaviors” contain aspects of nursing care related to the client’s physical and emotional well being. Unsatisfactory performance of any of the critical behaviors, which necessitates an instructor’s intervention, may result in immediate termination of the clinical experience (SEE, “Statement of Unsafe Practice”).

f. You must complete a minimum of 64 clinical hours as outlined in the clinical schedule.

g. Grades consist but not limited to:
   All clinical paperwork is evaluated for:
      Legibility, spelling, grammar, completeness, accuracy, timeliness, etc. on each clinical day including SIM lab.
   Assigned Medication sheets/quizzes
   Shift Assessment (x1)
   Medication Administration (x2)
   Assigned group presentation
   Participation in SIM lab activities
   Participation in the blackboard discussion board for post conference and complete the reflective journal each clinical day
   Practice/Document 50 vital signs before check off VS
   Vital Sign check off in clinical setting

Simulation Lab:
The purpose of Clinical Simulation Lab is to increase clinical competence through selected critical thinking scenarios. Simulations are designed to improve performance, communication, and to enhance the student’s ability to promote patient safety. The debriefing time is to encourage students to self-analyze their performance and make improvements in their patient
RNSG 1161 Level 1 Clinical care. Continual “Unsafe Clinical Practice” in the Clinical Simulation Lab will be subject to the same remediation/action as if it had taken place in an actual clinical setting and will be reflected in the overall clinical grade.

DAILY CLINICAL EXPECTATIONS

YOU MUST COME TO CLINICAL PREPARED!

Failure to arrive on time prepared to give care for the patient you are assigned reflects unsafe clinical practice. You will have failed a critical course competency and will be asked to leave the clinical setting. It is the responsibility of the student to meet with the course coordinator and the clinical instructor prior to returning to the clinical setting.

PREPARATION WILL INCLUDE BUT IS NOT LIMITED TO THE FOLLOWING:
(All prep work should be complete prior to clinical; if not student will go home on contract which will lower the clinical grade)

1. Complete Prep Sheet
2. Medication List – (for ALL po meds, IM, subq, topical; po prn meds 0630 to 1500)
3. Nursing Diagnoses List
4. Lab Value Sheet
5. Problem Concept Map
6. Bring folder with side pockets and three brads each clinical day. To be included in the folder area the following:
   a. In the brads: (in the following order)
      1. The required clinical skills list for “Level 1”
      2. Progressive Clinical Evaluation Tool
      3. Weekly Clinical Comment Sheet
      4. Shift Assessment check off sheet for clinical
      5. Medication Administration check off sheet for clinical
      6. Vital Sign check off sheet for clinical
      7. Clinical grading scale
      8. Final Eval Form
   b. In the left hand pocket put all of the materials being utilized during the current week. This will include your prep sheet, nursing diagnoses list, medication list, lab values sheets, problem concept map, etc. If it is your “activity day” you will need to bring the paperwork for that activity.
   c. Also, the clinical skills check off list will need to bring that folder to clinical but **not** in the folder that you turn into your instructor.
7. Please buy at least 2 folders (color to be determined by the clinical instructor)
   **This folder will need to be turned into your clinical instructor’s box location (TBA), on the designated day and time according to your clinical instructor.**
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There will be on average thru the semester four (4) hours of clinical per week; for a minimum of 64 clinical hours during the semester. This will include but is not limited to the following:

- Various clinical assignments
- Facilities: 46-48 hours
- Simulations/Presentation: 18-20 hours

64-68 hours

(This is a list the minimal number of clinical hours that the student must complete)

- Refer to clinical schedule for due dates.

**Clinical Policies:** The student who has achieved a satisfactory (competent) rating on technique (skills) performances will then be allowed to perform techniques in the healthcare clinical environment. The student will spend 1 day per week in the clinical area.

**Student Professional Code of Dress and Hygiene:** The student is responsible for adhering to the dress code as outlined in the student handbook. Attire for the clinical environment is addressed by the handbook. Full uniform will be required in the clinical facility and/or in the simulation lab with shoes that must be closed toe/closed heel and vinyl or leather. The Kilgore College School of Nursing navy polo and Khaki pants with shoes that must be closed toe/closed heel and vinyl or leather is required for assigned clinical facility activities not requiring direct patient care.

Please refer to the Kilgore College Associate Degree Nursing Program Student Handbook.

Whenever you are in “uniform”, you need to adhere to the Dress Code Policy whether on campus or clinical.

**Kilgore Picture ID’s must be worn at all times when on campus and in the clinical facility.**

**Appearance in Clinical:**
- Khaki pants and the KCADN polo shirt, with shoes that must be closed toe/closed heel and vinyl or leather will be the official non-clinical hospital uniform. White shirts (short sleeve, long sleeve or turtleneck) may be worn under the polo shirt. White shirt tails should not hang below the polo shirt. (This uniform is to be worn whenever student goes to the facility the night before clinical to obtain “prep work”, in other situations that do not require actual patient care situations.)
- The KC ADN uniform is royal blue top, royal blue skirt or slacks, with shoes that must be closed toe/closed heel and vinyl or leather. The KC ADN patch is placed on the upper left chest above the students’ nametag. A waist length royal blue scrub jacket with the KC ADN patch on the upper left chest above the nametag may be worn for warmth. Or a white shirt (short sleeve, long sleeve, or turtleneck) may be worn under the uniform top. White shirt tails should not hang below the uniform top. (This uniform is to be worn whenever student goes to the facility to do “actual” patient care.)

Please remember that as a student you are representing the KC ADN program.
Math Calculation/Pharmacology Policy: The safe administration of medications is one of the primary objectives of the A.D.N. program. Accurate mathematical computation and pharmacological knowledge are essential elements of safe medication administration. Therefore, accuracy of mathematical computations/pharmacology will be assessed before each clinical course with the mastery (competency) level increasing from simple to complex during your course of study.

Level I through Level IV must successfully pass the math/medication exam with a score of 100%. (Attempts for each Level is as follows: Level I – 5 attempts; Level II and Level III – 4 attempts; and Level IV – 3 attempts). After each attempt, if the student is unsuccessful they must meet with their Instructor and complete the assigned remediation/tutorials before the next math exam.

However, if the student does not pass the exam with a score of 100% on the final attempt, they will be required to withdraw failing from ALL clinical and theory courses. The student will not be eligible for readmission unless a recommended math course has been taken and passed, with a grade of “C” or better. The student may then reapply to continue in the nursing program when space is available.

Scholastic Requirements: Grades in each nursing course in the KC A.D.N. program will use the following standard with no rounding:

- A = 92 - 100
- B = 82 - 91.9
- C = 78 - 81.9
- D = 60 - 77.9
- F = 59.9 and below

Nursing Students must successfully pass both theory and concurrent clinical courses and achieve a grade of “C” or better to pass each course. An unsatisfactory grade in either theory or clinical practice will result in failure of the course, and both theory and clinical courses must be repeated. A student must pass both courses with a grade of “C” or better.

Grade calculation: Students must achieve 78% as the average of all exam grades in a course before grades on any papers or extra work may be averaged in. There will be no rounding of grades.

Standardized Tests: The A.D.N. program has chosen to participate in a Total Testing Program. Students pay a testing fee each semester, and will take a standardized test at the completion of each level. The exams will be given during the two weeks preceding final exams (as scheduling permits). The test score (% that HESI correlates with your score) will be weighted at 20% of the level grade.
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All students will have an individualized remediation plan to complete during the following semester based on their HESI performance and scores. HESI remediation will be focused on success on the NCLEX-RN, as well as, the HESI.

If the student is in 4th level and does not make 900 on the RN Exit Exam on the 1st attempt they must provide proof of completion of an approved NCLEX Review course before repeating the RN Exit Exam. A score of 900 or higher must be made on the 2nd RN Exit Exam in order for the Affidavit of Graduation to be sent to the Texas Board of Nursing. If the student does not make 900 or higher on the HESI Exit Exam with their two attempts, but has passed the 4th Level courses, the student will be allowed to graduate. The student will have one (1) calendar year from graduation to pass the HESI Exit Exam with a 900 or higher. The student’s Affidavit of Graduation will be sent to the Texas Board of Nursing when the student passes the HESI Exit Exam.

Accommodations: It is the responsibility of the student, not the instructor, to seek special accommodations when needed. If you need special accommodations for any reason, please contact the special populations’ counselor, fill out the necessary forms and bring them to your instructor at the beginning of the semester.

ADA Statement: Kilgore College is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. If you choose to request accommodations for a documented disability which may impact your performance, attendance, or grades in this course, you must first register with the Office of Disability Services. Please note that classroom accommodations cannot be provided prior to your instructor’s receipt of an accommodation letter from the Office of Disability Services. For more information about accommodations, please contact the Disability Services office on the second floor of the Devall Student Center: (903) 983-8206.

Withdrawal from a course: If a Student chooses to withdraw from a course for personal reasons or due to failing a course, the Student must go to the Registrar’s Office to withdraw themselves. Faculty will only withdraw Students for administrative reasons. If a Student withdraws from a lecture course, the corresponding clinical course must also be withdrawn from at the same time.

Attendance Policy: Clinical is an essential part of the nursing program. Because the total number of clinical hours per semester for each nursing course is mandated by WECM and NLN, the Kilgore College Attendance Policy does not apply as outlined in the KC catalog. If a student is unable to attend an assigned activity, they are expected to call and report their absence as listed in each course syllabus. Absent students are responsible for all announcements, assignments, and course content. The total number of hours mandated for this course (64) must be met to pass the clinical. Make up time for missed clinical will be arranged at the discretion of the instructor.
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**Clinical Call in Procedure**: For absence notification on clinical days, the student is to call the clinical instructor and call the assigned unit of assigned facility at least 1 hour before designated clinical time. The student is to give his/her name, assigned division, reason for absence, and get the person’s name spoken to. A “no call” or “no show” for clinical will be an automatic contract for the student.

**Clinical Make-up Policy**: Any time missed from a clinical course must be made up before the conclusion of that clinical course in order to fulfill state requirements and in order to pass the course and progress in the nursing program. **Only one make-up day for clinical will be allowed.** Makeup clinical will be used only for completing hours, not used to calculate points for grade or for completing assigned skills. Make-up clinical time will be arranged at the discretion of the instructor.

**Tardiness**: Students should arrive at the clinical setting at or before the designated time. Any student arriving after report is given will be sent home and an absence will be counted.

**Patient Jeopardy**: Any time a student jeopardizes a patient’s physical or emotional environment, violates safety or asepsis, the instructor can require the student to leave the premises. Practice in skills lab will be required and arranged by the student with the Lab Assistant using the Skills Referral form which defines the deficiency. This practice will help overcome deficiencies with skills. **This must be done satisfactorily by the next clinical day, or the student will not be allowed to return to the clinical facility.** The student will bring the Skills Referral form signed by the Lab Assistant showing that the student has met the minimal competency or better in that skill. If, however, the skills laboratory practice does not promote a safer or more health-promoting environment, that student cannot meet the clinical objectives and will fail to pass RNSG 1161. All assigned criteria must be met on a competent level before the final exam or the student fails RNSG 1161. It is the student’s responsibility to make arrangements with the appropriate instructor(s) when the clinical has not been completed satisfactorily.

**Civility Policy**: Per the Kilgore College Catalog, the college reserves the right to withdraw a student from one or more classes if, in the judgment of the college officials, such action is deemed to be in the interest of the student and or the college. Examples of some reasons for administrative withdrawal are failure to provide accurate information, excessive absences, or unacceptable student behavior.

The Civility Statement of the Kilgore College Catalog states that students are expected to assist in maintaining a classroom environment that is conducive to learning. Inappropriate or disruptive classroom behavior is prohibited in order to assure that everyone has the opportunity to gain from time spent in class. Should a disruptive classroom incident occur, the faculty member in charge may remove the student on either a temporary or permanent basis. Students have the right to appeal through the appropriate channels.
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Unprofessional conduct/unacceptable student behavior in this circumstance includes, but is not limited to the following:

1. Threatening instructors, hospital staff, patients, or other students.
2. Slanderous accusations against faculty, Kilgore College, hospital staff, or other students.
3. Disruption of the classroom or clinical environment. (This includes use of electronic devices during class or clinical such as texting, iPods, cell phone, and/or computer for other than specified class activities, etc.)
4. Being disrespectful to instructors, hospital staff, patients, or other students (i.e. tone of voice, rolling eyes, body language, arguing with instructor).
5. Demanding to discuss personal academic issues in a public forum.
6. Spreading of unfounded rumors.

**Sexual Harassment Policy Statement:** Please refer to the Kilgore College Associate Degree Nursing Program Student Handbook and the KC student handbook.

**Alcohol/Intoxicating Substances Policy:** Please refer to the Kilgore College Associate Degree Nursing Program Student Handbook and the KC Student Handbook.

**Policy for Social Networking Sites:** Students in the ADN Program at Kilgore College are expected to adhere to the high standards of the Nursing profession with regard to maintaining confidentiality. This not only includes guarding patient confidentiality at a clinical site, but, also, in the classroom, at home and on-line. The following guidelines for behavior involved with cell phone use, FACEBOOK, Twitter, MySpace and any other social networking site.

**Guidelines:**
- It is the students’ responsibility to keep their site appropriate and profiles clean.
- Do not post threats or derogatory remarks about anyone associated with the ADN Program. This includes fellow students, faculty, staff, college administration, clinical affiliates, and, above all, patients. This is a violation of the Kilgore College Board policy and will be reported to the police and disciplinary action, such as dismissal, is likely.
- Posting photos of other students, faculty, staff, etc. without their permission is forbidden.
- Taking photos of patients or clients, their body parts, or body fluids or exudates, is strictly forbidden.
- Cell phone use at the clinical site is strictly forbidden. If cell phones are discovered they will be confiscated for the remainder of the class or clinical day.

**Student Contract Policy:** Students may be placed on contract in any class, lab, or clinical setting:
- A student’s final grade, in a course, will be lowered by a letter grade for each contract issued.
- Students who receive a second contract in a semester will be expelled from the program at that time.
- Students who receive a third contract will be expelled from the program at that time.
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- Students may apply for readmission to the program. The student will be required to appear before the Admission/Readmission/Progression Committee.
- Readmission will be reviewed on an individual basis.

Matters of Academic Dishonesty: From the Kilgore College Student Handbook: “Academic dishonesty matters may first be considered by the faculty member who may recommend penalties such as withdrawal from the course, failing the course, reduction or changing of a grade in the course, a test, assignment, or in other academic work; denial of a degree and/or performing additional academic work not required by other students in the course. Acceptance of the faculty member’s recommended penalties by the student shall make the penalties final and constitutes a waiver of further administrative procedures. If the student does not accept the decision of the faculty member, he/she may have the case heard by the appropriate department chair, dean and Vice President of Instruction for review. See Student Complaint, Grievance and Appeal Procedure…… for specific appeal instructions. If the student is ultimately found not to have been involved in academic dishonesty, the instructor shall not base his/her evaluation of the student on the alleged but unproven dishonesty. If the student is ultimately found to have violated matters of academic dishonesty, the appropriate disciplinary sanction shall be implemented. Any student who believes that a grade has been inequitably awarded should refer to the academic grade change procedures.” Also available on the Kilgore College Website.

For the Nursing Program, being in breach of the Academic Honesty Policy will include the following but is not limited to:

1. Looking at another’s paper
2. Buying papers and exams
3. Illegally accessing a professor’s office
4. Procuring/buying a copy of the instructor’s test or test bank
5. Using cell phones, tablets, and other electronic equipment to find information or record test questions for others
6. Writing notes on hat brims, skin, shoes, bottles, and other items

The Kilgore College Nursing faculty takes very seriously our obligation to graduate nurses who embody the values, ethics, and standards of the nursing profession and those of Kilgore College. We know that integrity as a student correlates with integrity as a nurse and that integrity is essential for professional success.

Academic honesty must be the foundation for academic success. In order to achieve this success for our students and the ADN Program, the Standardized Exam vendor will use forensic data to analyze exams. If an aberrancy is determined, the exam will be invalidated and a retest will be offered.

When taking the NCLEX Exam, candidates are required to not discuss the exam with anyone when they depart the testing site. Therefore, while attending the ADN Nursing Program, students will refrain from discussing exams taken in the program with students who have not taken the exam. Discussion of the exam will be considered a breach of the Academic Honesty Policy.
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In the absence of academic honesty it is impossible to assign accurate grades and to ensure that honest students are not at a competitive disadvantage. Students share in the responsibility for maintaining academic honesty. Students are to refrain from acts of academic dishonesty and notify instructors and/or appropriate administrators about observed incidents of academic dishonesty.

Any student who is suspected of not following the rules of the Kilgore College Associate Degree Nursing Program during a testing session could be asked to retake the exam.

We believe that you, the student, share our aspirations for academic integrity of the program and for your success as a professional nurse.

A student will comply with the Kilgore College Associate Degree Nursing Academic Honesty Policy to insure academic integrity at Kilgore College.

**Drop Date:** The Drop Procedure per KC Catalog will be announced the first day of class.

**DISCLAIMER:**
Your instructor reserves the right to make modifications in content and schedule as necessary to promote the best education possible within prevailing conditions affecting this course

**STATEMENT OF UNSAFE CLINICAL PRACTICE:**

Any act of omission or commission, which may result in harm to the client, is considered unsafe clinical practice. Students must be aware that certain nursing behaviors place the client at risk. **It is the student’s responsibility to practice safe client care.** During the clinical practicum, unsafe clinical practice is defined as any one of the following:

1. Violates or threatens the physical, psychological, microbiological, chemical, or thermal safety of the client/patient. This includes, but is not limited to:
   a. Leaving clients with limited sensorium, strength or coordination, unattended in an unsafe situation.
   b. Failure to report errors or that an ordered/required client procedure was not carried out.
   c. Failure to recognize and report a serious change in a client’s condition, or a serious hazard in the client’s immediate environment.
   d. Failure to use therapeutic communication.
   e. Arrives at a clinical setting unprepared to provide safe client care.
   f. Arrives at clinical setting too late to provide safe care.
2. Violates previously mastered principles/learning/objectives in carrying out nursing care skills and /or delegated medical function. This includes, but is not limited to:
   a. Medication administration
   b. Vital signs
   c. Therapeutic communication
   d. Invasive/non-invasive procedures
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3. Assumes inappropriate independence in action or decisions. This includes, but is not limited to:
   a. Medication administration
      (Oral medications, gastric tube medications, and IV piggyback medications may be given with an instructor or a nurse after the student has been checked off. IV pushes and ANY injection must be given with an instructor, there will be NO chemotherapy or blood products given by a student.)
   b. Nursing procedures
   c. Use of equipment

4. Does not adhere to current CDC Guidelines for Infection Control.

5. Fails to recognize own limitations, incompetence and/or legal responsibilities.

6. Fails to accept moral and legal responsibility for his/her own actions.

7. Violates professional integrity as expressed in the ANA Code for Nurses. This includes, but is not limited to:
   a. Willful dishonesty regarding information given to faculty, students, hospital staff, or clients.
   b. Willful dishonesty regarding client documentation.
   c. Stealing medication, equipment, books, etc.
   d. Failure to keep client information confidential.
   e. Destruction of a client’s confidence in other health care team members.

8. Inability to practice safely – demonstration of actual or potential inability to practice with reasonable skill and safety to clients by reason of illness, use of alcohol, drugs, chemicals, or any mood altering substance or as a result of any mental or physical condition.

9. Unprofessional conduct that is contrary to professional standards or ethics or not-befitting members of the nursing profession with language, behavior, or conduct.

Unsafe clinical practices will be documented by the clinical instructor. An act of omission or commission which, in the judgment of the clinical instructor, constitutes an unsafe clinical practice may be considered on one of the following levels:

1st Degree: Consists of paperwork issues, such as, lack of preparation, turning in paperwork late, inappropriate charting, etc. Such an infraction could result in a written reprimand to/or contract with the student. Repeated infractions could result in failure of the course.

2nd Degree: Consists of repeated poor performances in previously mastered skills or theory application, such as, but not limited to: breaks in sterile technique, lack of medication knowledge, omission of medication administration, omission of care, etc. Such an infraction could result in a written reprimand to/or contract with the student, failure of the course, or termination from the Kilgore College ADN program, or reported to the T-BON as unfit to practice.

3rd Degree: Consists of any single action or omission that places a patient’s life in immediate jeopardy. Incidents of alcohol or drug abuse, manifestations of mental illness or
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unprofessional conduct will be considered a 3rd degree offense. Such an infraction will result in immediate suspension from the clinical practicum, failure of the course, or termination from the Kilgore College ADN program, or reported to the T-BON as unfit to practice.

The student will be notified immediately of any infraction. The Director of the Associate Degree Nursing Program will be notified as soon as possible of a 1st or 2nd Degree infraction. The Director and the Dean will be notified immediately of a 3rd Degree infraction.

While there is no absolute rule to determine what response, if any, may be necessary to address an unsafe clinical practice, the appropriate response in each individual case for a 1st or 2nd Degree infraction is left to the informed discretion of the instructor, guided by experience, education and training. The appropriate response in a 3rd Degree infraction will be determined by the instructor after consultation with the Director and the Dean who are guided by a combination of different types of experiences in leadership, education, and in training.

Students who have been failed from a course for Unsafe Clinical Practice may return to the program if approved by the Admission/Readmission/Progression Committee. The student would return under strict contract if allowed to be re-instated in the program.

Unsafe clinical Practice failure for:

1st Degree Infraction: Student will attend counseling for time management and tutorials for paperwork improvement.

2nd Degree Infraction: Student will return to the skills lab to practice and repeat the check off on the skills in question, review skill content in text and on computer assisted programs.

3rd Degree Infraction: Student, if allowed to return, must come before the Admission/Readmission/Progression committee to appeal for reinstatement. They must convey full knowledge of the risk to the patient and a full review of the skill or content involved. This review will be with a tutor and computer assisted programs. The student must be re-checked in the skills upon completion of the review.

Unprofessional Conduct towards faculty or staff will be referred to counseling and student will be expected to follow counseling recommendations. Unprofessional Conduct towards patients or families will not be tolerated. Students who have been failed due to Unprofessional Conduct will be reviewed for readmission on an individual basis.

Impaired status will be confirmed by drug screen or confession. Positive drug screen or confession of drug use will be referred to the Texas Peer Assistance Program for Nurses and students must be under their protocol to return to the program. Displays of psychiatric instability or confession of such will be referred to a Psychiatrist and student must have a release by a Psychiatrist to return to the program. Sleep Deprivation, with resulting inability to function, will result in student’s being sent home and given an un-satisfactory for the clinical day. Second
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occurrence will result in failure of the course. The student must appear before the Admission/Progression/Readmission Committee to appeal return to the program. Failure, with no return, will occur at the 3rd occurrence.

STUDENT LEARNING OUTCOMES:

1. According to the Texas Board of Nursing Differentiated Essential Competencies for Associate Degree Nursing (DECs) – the student will upon successful completion of this course be able to:

I. Member of the Profession:

A. Function within the nurse’s legal scope of practice and in accordance with the policies and procedures of the employing health care institution or practice setting.
   Activities: clinical setting.
   Assessment: demonstration of skills in clinical, quizzes, and appropriate use of clinical forms.
   (SCANS: 1, 2, 4, 5, 6, 7, 8) (PLO: 1-6) (IOM: 2-6)

B. Assume responsibility and accountability for the quality of nursing care provided to patients and their families.
   Activities: skills lab and clinical setting.
   Assessment: demonstration of skills in clinical and appropriate use of clinical forms including nursing process forms. (SCANS: 1-8) (PLO: 1-6) (IOM: 1-5)

D. Demonstrate responsibility for continued competence in nursing practice, and develop insight through reflection, self-analysis, self-care and lifelong learning.
   Activities: skills lab and clinical setting.
   Assessment: demonstration of skills in clinical, quizzes, and appropriate use of clinical forms including nursing process forms.

II. Provider of Patient Centered Care:

B. Determine the physical and mental health status, needs and preferences of culturally, ethnically and socially diverse patients and their families based upon interpretation of comprehensive health assessment findings compared with evidence-based health data derived from the associate degree nursing program of study.
   Activities: skills lab and clinical setting.
   Assessment: demonstration of skills in clinical, quizzes, and appropriate use of clinical forms including nursing process forms. (SCANS: 1, 4-7) (PLO: 1-6) (IOM: 1-6)

C. Analyze assessment data to identify problems, formulate goals/outcomes and develop plans of care for patients and their families using information from evidence-based practice in collaboration with patients, their families and the interdisciplinary health care team.
   Activities: skills lab and clinical setting.
   Assessment: demonstration of skills in clinical, quizzes, and appropriate use of clinical forms including nursing process forms.
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(SCANS: 1-2, 4-7) (PLO: 1-6) (IOM: 1-6)

D. Provide safe, compassionate, comprehensive nursing care to patients and their families through a broad array of health care services.
   Activities: clinical setting.
   Assessment: demonstration of skills in clinical, quizzes, and appropriate use of clinical forms including nursing process forms. (SCANS: 4-7) (PLO: 1-6) (IOM: 1-6)

E. Implement the plan of care for patients and their families within legal, ethical and regulatory parameters and in consideration of disease prevention, wellness, and promotion of healthy lifestyles.
   Activities: clinical setting.
   Assessment: demonstration of skills in clinical, quizzes, and appropriate use of clinical forms including nursing process forms. (SCANS: 1-8) (PLO: 1-6) (IOM: 1-6)

G. Develop, implement, and evaluate teaching plans for patients and their families to address health promotion, maintenance, and restoration.
   Activities: clinical setting.
   Assessment: demonstration of skills in clinical, quizzes, and appropriate use of clinical forms including nursing process forms. (SCANS: 1-8) (PLO: 1-6) (IOM:1-6)

H. Coordinate human, information, and material resources in providing care for patients and their families.
   Activities: clinical setting.
   Assessment: demonstration of skills in clinical, quizzes, and appropriate use of clinical forms including nursing process forms. (SCANS: 4-8) (PLO: 1-6) (IOM:1-6)

III. Patient Safety Advocate:

A. Demonstrate knowledge of the Texas Nursing Practice Act and the Texas Board of Nursing Rules that emphasize safety, as well as all federal, state, and local government and accreditation organization safety requirements and standards.
   Activities: clinical setting.
   Assessment: demonstration of skills in clinical, quizzes, and appropriate use of clinical forms including nursing process forms. (SCANS: 1-8) (PLO: 1-6) (IOM: 1-6)

B. Implement measures to promote quality and a safe environment for patients, self and other.
   Activities: clinical setting.
   Assessment: demonstration of skills in clinical, quizzes, and appropriate use of clinical forms including nursing process forms. (SCANS: 4-7) (PLO: 1-6) (IOM: 1-6)

C. Formulate goals and outcomes using evidence-based data to reduce patient risks.
   Activities: clinical setting.
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Assessment: demonstration of skills in clinical, quizzes, and appropriate use of clinical forms including nursing process forms.

(SCANS: 1-2, 4-8) (PLO: 1-6) (IOM: 1-6)

D. Obtain instruction, supervision or training as needed when implementing nursing procedures or practices.
Activities: clinical setting.
Assessment: demonstration of skills in clinical, quizzes, and appropriate use of clinical forms including nursing process forms. (SCANS: 1-8) (PLO: 1-6) (IOM: 1-6)

IV. Member of the Health Care Team
A. Coordinate, collaborate and communicate with patients, their families and the interdisciplinary health care team to plan, deliver, and evaluate patient-centered care.
Activities: clinical setting.
Assessment: demonstration of skills in clinical, quizzes, and appropriate use of clinical forms including nursing process forms. (SCANS: 1-2, 4-8) (PLO: 1-6) (IOM: 1-6)

D. Communicate and collaborate in a timely manner with members of the interdisciplinary health care team to promote and maintain optimal health status of patients and their families.
Activities: clinical setting.
Assessment: demonstration of skills in clinical, quizzes, and appropriate use of clinical forms including nursing process forms. (SCANS: 1-2, 4-8) (PLO: 1-6) (IOM: 1-6)

2. According to the Workforce Education Course Manual (WECM) – the student will upon successful completion of this course be able to:

A. Apply the theory, concepts, and skill involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupations and the business/industry.
Activities: clinical setting.
Assessment: demonstration of skills in clinical, quizzes, and clinical forms using the nursing process.

B. Demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills.
Activities: skills lab and clinical setting.
Assessment: demonstration of skills in skills lab clinical, clinical forms using the nursing process.

C. Use appropriate written and verbal communication skills using the terminology of the occupation and the business/industry.
Activities: skills lab and clinical setting.
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Assessment: skills lab quizzes, clinical forms using the nursing process, and client interviewing during the clinical setting.


3. General Student Learning Outcomes – the student will upon successful completion of this course be able to:

A. Apply basic nursing knowledge, concepts and theory involved in evidence based nursing practice for: patient safety, infection prevention and control, hygiene, activity and exercise, nutrition, oxygenation, fluid, electrolyte, and acid-base balance, pain management, bowel and urinary elimination, mobility and immobility, skin integrity and wound care, sensory alterations.

Activities: skills lab and clinical setting.

Assessment: skills lab quizzes, skills lab competencies, clinical forms using the nursing process, and patient assessment during the clinical setting.


SCANS MATRIX LEGEND (Competency References)
1 – Reading
2 - Writing
3 - Arithmetic or Mathematics
4 – Speaking and Listening
5 – Thinking Skills
6 – Personal Qualities
7 – Workplace Competencies
8 – Basic Use of Computers

PLO- Program Learning Outcomes in the Kilgore College Associate Degree Nursing Program Student Handbook.
1. Provide a safe and effective care environment for their patients, through appropriate management of patient care and promotion of safety and infection control.
2. Provide for patient’s psychosocial integrity.
3. Provide for patient’s physiological integrity through basic care and comfort, pharmacological and parenteral therapies, reduction of risk potential and physiological adaptation.
4. Provide for patient health promotion and maintenance.
5. Provide care for patients utilizing the nursing process, including assessment, analysis, planning, implementation and evaluation.
6. Provide patient care utilizing critical thinking to prioritize, set goals, apply knowledge with inferential and interpretive reasoning and predict or evaluate outcomes.

IOM – Institute of Medicine Core Competencies
1. Patient Centered Care
2. Teamwork and Collaboration
3. Evidence-based Practice
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4. Quality Improvement
5. Safety
6. Informatics

CLINICAL COMPETENCIES

a. Assessment
   1. Perform and document a patient interview
   2. Perform and document patient observation
      a. subjective data
      b. objective data
   3. Measure and record:
      a. oral, axillary, and tympanic temperatures
      b. radial, apical, and pedal pulses
      c. respirations
      d. blood pressure
      e. height
      f. weight
   4. Measure and record patient intake and output
      a. oral fluids
      b. I.V. fluids
      c. diet
   5. Gather data to assess environment
      a. temperature
      b. ventilation
      c. asepsis
      d. psychosocial
   6. Given a simulated patient situation, perform basic physical assessment

b. Diagnosis and Planning
   1. List three needs/problems
      a. nursing history
      b. nursing interventions
      c. nursing diagnosis
   2. Write short and long term goals for a given patient situation

c. Implementation
   1. Write a nurse’s note
      a. focus
      b. APIE
      c. narrative
   2. Positioning
   d. Perform medical handwashing procedure
   e. Plan and demonstrate selected bathing
      1. Complete
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2. Partial
3. Self-help
4. Shower

f. Perform transfer techniques safely
   1. Wheelchair
   2. Gerichair

g. Perform personal hygiene skills
   1. Oral Hygiene
   2. Hair care
   3. Nail care
   4. Peri care with/without foley catheter

i. Transfer client from bed to chair
   1. One person assist
   2. Two person assist
   3. Hydraulic lift with assistance of staff

j. Perform active and passive exercises

k. Insert urethral/foley catheter

l. Administer enema
   1. Tap water/soap suds
   2. Premixed/fleets

m. Obtain urine specimen
   1. closed urinary drainage
   2. Midstream catch
   3. Clean catch

n. Perform colostomy care
   1. Change Bag
   2. Empty/clean bag
   3. Record contents

o. Wound Care
   1. Wound assessment and identification
   2. Aseptic wound dressings with standard precautions
   3. Sterile wound dressings with standard precautions

p. Control environment for nurse/patient communication

q. Plan safe environment for patient
   1. Ventilation
   2. Temperature
   3. Internal/external
   4. Intellectual, psychosocial, interpersonal

r. Demonstrate infection control techniques
   1. Standard Precautions
   2. Body substance isolation
   4. Category – specific isolation
   5. Protective (reverse) isolation
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6. Gowning and gloving techniques
   s. Administer medications safely
   1. Oral
   2. Parenteral
   3. Rectal
   4. Nasal
   5. Ophthalmic
   6. Optic
   7. Topical
   8. Inhaled

The following lists some examples of performance objectives the student must accomplish daily in the clinical facility.

**Patient Assessment/Care Plan**
- Research information about patient before giving care
- Know patient diagnosis and what it means
- Do a complete patient assessment within the first hour after report
- Complete and turn in written assignment as required by the instructor

**Punctuality/Dress**
- Punctual to pre and post conference
- Follow dress code in the ADN student handbook

**Skills Performance**
- Check with instructor to get permission before doing skills
- Perform skills safely, correctly and efficiently
- Seek opportunities to practice skills listed in the check list
- Practice skills appropriate to level of learning

**Time Management**
- Efficient, organized, and show initiative in seeking learning experiences

**Medication Administration**
- Follow the 8 rights while administering medications
- Give medications only as allowed by instructor
- Research medications before administering to patient
- Turn in medication sheets at the due date assigned by the clinical instructor

**Pathophysiology**
- Use appropriate references; briefly research the following about the patient:
  - pathophysiology of diagnosis
  - meaning of diagnostic tests
  - reason patient is receiving medications
  - rationale for planned nursing/medical interventions

**Communication**
- Demonstrate appropriate written, verbal and non-verbal communication
- Participate relevantly in post-conference
- Communicate closely with the clinical instructor
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**Ethics**

Demonstrate confidentiality and a respect of rights of all (patient, staff, students’ and instructors)

**Patient Teaching**

Explain nursing procedures to the patient

Begin to identify basic learning needs

**Schedule of Clinical:** The clinical schedule will be posted on the “Blackboard”.

Revised December 22, 2016