

Levelland Campus

Course Syllabus

COURSE: RNSG 1160 (1:0:4) Clinical Nursing Foundations
SEMESTER: Fall 2020
CLASS DAYS: See course calendar
CLASS TIMES: See course calendar
FACEBOOK: <https://www.facebook.com/SPCNursing17/>

Name	Phone Number	Email	Office	Hours
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“South Plains College improves each student’s life.”

GENERAL COURSE INFORMATION

It is the responsibility of each student to be familiar with the content and requirements listed in the course syllabus.

FACE COVERING COURSE SYLLABUS STATEMENT

It is the policy of South Plains College for the Fall 2020 semester that as a condition of on-campus enrollment, all students are required to engage in safe behaviors to avoid the spread of COVID-19 in the SPC community. Such behaviors specifically include the requirement that all students properly wear CDC-compliant face coverings while in SPC buildings including in classrooms, labs, hallways, and restrooms. Failure to comply with this policy may result in dismissal from the current class session. If the student refuses to leave the classroom or lab after being dismissed, the student may be referred to the Dean of Students on the Levelland campus or the Dean/Director of external centers for Student Code of Conduct Violation.

COURSE DESCRIPTION

Introductory clinical course designed to introduce the student to the fundamentals of clinical nursing skills. The course allows the student to apply fundamental concepts and evidence based clinical nursing skills to the clinical setting under the supervision of clinical faculty. Prerequisites: Psychology 2314, Biology 2401 & 2420, and English 1301. Concurrent enrollment is required for RNSG 1144, RNSG 1160, and RNSG 1413. If RNSG 1115 has been successfully completed the prerequisite is not required. Failure of RNSG 1413, 1160, 1144, 1105, and/or 1115 will require repeating all Level I Semester I courses as they must be completed together.

STUDENT LEARNING OUTCOMES

At the completion of the semester students will:
1. Provide care based on current knowledge, theory, and research.
2. Assume accountability and responsibility for practice.
3. Collaborate with clinical faculty and health care professionals.

4. Utilize principles of therapeutic communication with individuals.
5. Utilize the nursing process within a structured setting with individual clients from diverse populations experiencing common, well defined, reoccurring alterations in health.
6. Perform health assessments on individual clients.
7. Utilize pharmacology and non-pharmacological therapies with individual clients.
8. Perform basic nursing skills competently with individual clients in structured settings.
9. Provide cost effective care in the clinical setting.
10. Utilize information technologies to enhance knowledge base, retrieve information to support nursing practice and document nursing actions.

COURSE OBJECTIVES - Upon satisfactory completion of RNSG 1160, the student will meet the following: SPC ADNP Graduate Outcomes: 1-5; DEC's (Differentiated Essential Competencies) listed in the clinical evaluation tool and below.

1. **CLINICAL DECISION MAKING**- Provides competent nursing interventions based on application of the nursing process demonstrating critical thinking, independent judgement and self-direction while caring for patients and families. (ELA 2)
2. **COMMUNICATION AND INFORMATION MANAGEMENT**- Communicates effectively utilizing technology, written documentation, and verbal expression with members of the health care team, patients and their families. (ELA 2)
3. **LEADERSHIP**- Demonstrates knowledge of basic delegation, leadership management skills and coordinates resources to assure optimal levels of health care for patients and their families. (ELA 1)
4. **SAFETY**- Implements appropriate interventions to promote a quality and safe environment for patients and their families. (ELA 1)
5. **PROFESSIONALISM**- Demonstrates knowledge of professional development and incorporates evidence-based practice in the nursing profession. Incorporates concepts of caring, including moral, ethical, and legal standards while embracing the spiritual, cultural, and religious preferences on patients and their families. (ELA1)

EVALUATION METHODS

Teaching methods: Clinical math reviews, clinical supervision and facilitation, demonstrations, independent/group assignments, scenarios, case studies, discussions, debriefings, Nursing Learning Resource Laboratory, Center for Clinical Excellence, online didactic using blackboard collaborate, zoom and/or Microsoft teams, and online vSims.

This course will be **face-to-face instruction** with online instruction provided to supplement and enhance learning. This course may take on a different format such as:

- l Lecture online with lab components face-to-face

Evaluation methods: Clinical math exam, clinical daily attendance and evaluations, clinical packets and nursing processes, satisfactory achievement on all clinical outcomes on the Clinical Evaluation Tool, demonstration, and lab final.

Web based: online assignment submissions

ACADEMIC INTEGRITY

It is the aim of the faculty of South Plains College to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present as his or her own any work which he or she has not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offender liable to serious consequences, possibly suspension.

Cheating - Dishonesty of any kind on examinations or on written assignments, illegal possession of examinations, the use of unauthorized notes during an examination, obtaining information during an

examination from the textbook or from the examination paper of another student, assisting others to cheat, alteration of grade records, illegal entry or unauthorized presence in the office are examples of cheating. Complete honesty is required of the student in the presentation of any and all phases of coursework. This applies to quizzes of whatever length, as well as final examinations, to daily reports and to term papers.

Plagiarism - Offering the work of another as one's own, without proper acknowledgment, is plagiarism; therefore, any student who fails to give credit for quotations or essentially identical expression of material taken from books, encyclopedias, magazines and other reference works, or from themes, reports or other writings of a fellow student, is guilty of plagiarism.

Students are expected to adhere to the professional standards set forth in the Associate Degree Nursing Program School of Nursing Student Handbook. It is the responsibility of the School of Nursing to teach and model professional behaviors, and it is the responsibility of the student to demonstrate professional and academic integrity. The student is representing the School of Nursing and are expected to maintain the highest standards.

VERIFICATION OF WORKPLACE COMPETENCIES

No external learning experiences are provided in this course but learning experiences in the lab provides the setting in which the student applies workplace competencies. Successful completion of the designated Level I Semester I course outcomes will allow the student to continue to advance within the program. Successful completion of RNSG 1160 meets the requirements as stated in the Differentiated Essential Competencies of Graduates of Texas Nursing Program.

BLACKBOARD

Blackboard is an e-Education platform designed to enable educational innovations everywhere by connecting people and technology. This educational tool will be used in this course throughout the semester.

FACEBOOK

The nursing program has a Facebook page at <https://www.facebook.com/SPCNursing17/> In addition to the South Plains College website; this Facebook page will be used to keep students up-to-date on program activities, weather delays, South Plains College announcements and will help with program recruitment. “Liking” the South Plains College Nursing Facebook page is not mandatory, nor are personal Facebook accounts, in order to access this page.

SCANS AND FOUNDATION SKILLS

Refer also to Course Objectives. Scans and Foundation Skills attached

SPECIFIC COURSE INFORMATION

TEXT AND MATERIALS

Taylor, C., Lynn, P., & Bartlett, J. (2019). Lippincott Course Point Plus. *Fundamentals of Nursing: The art and science of person-centered nursing care* (9th ed.). Wolters Kluwer. ISBN: 978-1-975123-90-1
Carpenito, L. (2017). *Nursing diagnosis: Application to clinical practice*. (15th ed.). Wolters Kluwer. ISBN: 978-1-4963-3841-0

Frandsen, G, & Pennington, S. (2014). *Abrams' Clinical Drug Therapy* (10th ed.). Wolters Kluwer. ISBN: 978-1-60913-711-3

Hinkle, J., & Cheever, K. (2014). *Brunner & Suddarth's textbook of medical-surgical nursing* (13th ed.). Wolters Kluwer Health: Lippincott Williams & Wilkins.

Kee, J. (2014). *Laboratory and diagnostic testing with nursing implications* (10th ed.). Pearson.

Any Nursing Drug Handbook (not Davis)

OPTIONAL

Taylor, C., Lillis, C., & Lynn, P. (2019). *Fundamentals of Nursing: The art and science of person-centered nursing care* (9th ed.). Wolters Kluwer. ISBN: 9781496362179

RECOMMENDED TEXTS

Macklin, D., Chernecky, C., & Infortuna, H. (2011). *Math for clinical practice*. (2nd ed.). Mosby Elsevier.

ADDITIONAL CLASSROOM ITEMS

Students should come to class prepared with pens, pencils, and a spiral notebook for taking notes or completed quizzes or assignments in class. Students should be prepared to take notes over lecture material if they choose. Students may be required to use laptop computer or similar technology for exams and quizzes in the classroom, also to take notes if desired.

ATTENDANCE POLICY (*READ CAREFULLY)

Lab Attendance

Students are expected to attend all labs/clinical in order to be successful in a course. The student may be administratively withdrawn from the course when absences become excessive as defined in the course syllabus. When an unavoidable reason for class/clinical absence arises, such as illness, an official trip authorized by the college or an official activity, the instructor may permit the student to make up work missed. It is the student's responsibility to complete work missed within a reasonable period of time as determined by the instructor. Students are officially enrolled in all courses for which they pay tuition and fees at the time of registration. Should a student, for any reason, delay in reporting to a class after official enrollment, absences will be attributed to the student from the first class meeting.

Students who enroll in a course but have "Never Attended" by the official census date, as reported by the faculty member, will be administratively dropped by the Office of Admissions and Records. A student who does not meet the attendance requirements of a class as stated in the course syllabus and does not officially withdraw from that course by the official census date of the semester, may be administratively withdrawn from that course and receive a grade of "X" or "F" as determined by the instructor. Instructors are responsible for clearly stating their administrative drop policy in the course syllabus, and it is the student's responsibility to be aware of that policy. It is the student's responsibility to verify administrative drops for excessive absences through MySPC using his or her student online account. If it is determined that a student is awarded financial aid for a class or classes in which the student never attended or participated, the financial aid award will be adjusted in accordance with the classes in which the student did attend/participate and the student will owe any balance resulting from the adjustment.

http://catalog.southplainscollege.edu/content.php?catoid=47&navoid=1229#Class_Attendance

The SPC ADNPN policy must be followed. Refer to the SPC ADNPN Nursing Student Handbook to review this policy. Punctual and regular clinical attendance, as stated in the SPC handbook, is required of all students attending South Plains College. According to SPC Student Handbook, there are no excused absences. The Instructor/course leader has the prerogative of dropping the student from the course for any absences. Students are expected to attend all scheduled clinical days. The student can miss no more than four (4) clinical hours. A student missing more than four (4) clinical hours will be dropped from RNSG 1160. The course leader

may initiate the withdrawal of the student for any absences. Reinstatement is handled on an individual basis. Do not be tardy, the tardiness is cumulative and will count towards the number of hours that can be missed. Cellular phones must be turned off while in the NLRL (nursing learning resource lab).

Dropping a class

Students should submit a [Student Initiated Drop Form](#) online.

Students will not be required to obtain an instructor signature to drop, however, we do encourage students to communicate with instructors or advisors prior to dropping a course when they are able. **There will be no charge for drops for the fall or spring semesters.**

Withdrawing from all classes

If a student wishes to withdraw from all courses, they should initiate that process with the Advising Office. They can schedule an appointment with an advisor by visiting <http://www.southplainscollege.edu/admission-aid/advising/spcadvisors.php> or by calling 806-716-2366.

Schedule Change (after late registration and before census date)

To make a schedule change after late registration (August 28) and before the census date (September 9), students should submit a [Schedule Change Form](#).

After late registration, adding a class requires instructor approval. If a student is requesting to be added to one of your courses and you approve, please email registrar@southplainscollege.edu with your approval. This can take the place of signature on the Schedule Change Form that we have required in the past.

For additional information regarding schedule changes, drops and withdrawals, [click here](#).

ASSIGNMENT POLICY

Assignments and skills missed due to an unexcused absence may not be made up. Assignments are due by the assigned dates and times in Central Standard Time (CST) on the class schedule. Students should contact faculty prior to the due date and time if they anticipate material will be late. Please note contacting faculty will not guarantee the receipt of an extension for the assignment. Please allow enough time for preparation and submission of each assignment prior to the scheduled due date. Failure to complete/upload any assignment by due date will result in a **5 point deduction** each day late up to 5 days, at which time the student will receive a zero. Student must scan required documents before uploading into Blackboard. Scanners are located in the classroom and the video reviewing room. Students may also choose an app of choice (I-scan, etc.). Assignments must be uploaded as a PDF, beginning with the grading criteria.

CLINICAL MATH COMPETENCY EXAM

Students must pass a clinical math competency exam by scheduled due date and prior to the student's first hospital clinical. Students are only allowed to miss 2 questions to receive a passing score of 90%. Students unsuccessful on the first math exam will be required to remediate. Students will be given three attempts to receive a passing score. If a scheduled clinical math exam is missed it cannot be made up. The missed attempt will count as a failure. **Failure to successfully pass the math test on the third attempt will result in failure of the course.**

Review Clinical Math Competency Exam and additional instructions under Clinical Math Competency Exam learning module located under course content in Blackboard. See Calendar for dates.

SPECIAL INSTRUCTIONS FOR SKILLS MASS CHECK OFFS, RECORDING OF SKILLS, SIMULATION AND CLINICALSITES

Students must arrive in **full SPC uniform for skills mass check offs, recording of skills, Reese simulation and clinical sites**. Failure to comply with the SPC Uniform Policy may result in the student being sent home, resulting in a deduction for any assignments due that day (clinical daily attendance and evaluations). The clinical instructor will remove the student from the clinical setting if the student demonstrates unsafe clinical performance. Unsafe clinical performance may result in clinical failure and/or dismissal from the ADNPN. Examples of unsafe clinical performance include, but are not limited to the following:

- a. Failure to complete assigned clinical paperwork
- b. Placing a patient in physical or emotional danger
- c. Assuming inappropriate independence
- d. Failure to accept moral and legal responsibility for his/her own actions
- e. Violation of professional integrity as expressed in the ANA Code of Ethics
- f. Having a cell phone in a clinical or simulation area.

All invasive procedures must be observed by the instructor. Students will comply with Health Insurance Portability and Accountability Act (HIPAA) in and out of the clinical/simulation setting. Students will complete the ATI skills module for HIPAA including the pre and posttest. HIPAA violations are subject to the student's removal from the SPC nursing program.

UNLICENSED ASSISTIVE PERSONNEL (UAP) CLINICAL EXPERIENCE

Students will complete 3 UAP clinical days in which they will complete elements such as: bed bath, linen change, vital signs (2), mobility, intake and output, documentation of care, collaboration with nursing aides, licensed personnel and staff. The student must pass the UAP Performance Evaluation for all three hospital shifts with a minimum of 77%.

Review UAP Performance Evaluation and additional instructions under UAP learning module located under course content in Blackboard. See Calendar for dates.

SAFETY SIMULATION

Students will complete a safety SIM in which they will be evaluated on clinical decision making, communication with the client/family and other health care professionals, information management, leadership, safety, professionalism, and work ethic. Identifying the four roles of nursing; Member Of The Profession, Provider Of Patient-Center Care, Patient Safety Advocate, and Member Of Health Care Team. Students will complete safety scenarios individually and in small groups to establish baseline competencies. All skills passed up to this point may be implemented in the scenario. After the scenario, students will debrief and discuss what occurred in the simulation, areas needing improvement, and what went well. The Student must pass the Safety Simulation Performance Evaluation with a minimum Meet Standards or above. If the student receives a Needs Improvement on the Safety Simulation Performance Evaluation or violates a critical criteria element(s), you will be required to complete a remediation assignment. Completion of the remediation assignment with all elements completely addressed by the assigned date, can change the Needs Improvement to Meet Standards, thus allowing the student to pass the Safety Simulation. Failure to complete the remediation assignment by the assigned date will result in a failure on the Safety Simulation Performance Evaluation.

Review Safety Simulation Performance Evaluation and additional instructions under Safety Simulation learning module located under course content in Blackboard. See Calendar for dates.

SIMs CLINICAL

Students will complete a SIMs Clinical day in which they will be evaluated on clinical decision making, communication with the client/family and other health care professionals, information management, leadership, safety, professionalism, and work ethic. Identifying the four roles of nursing; Member Of The Profession, Provider Of Patient-Center Care, Patient Safety Advocate, and Member Of Health Care Team. Student will be given a patient scenario in which they will complete the following: drug medication maps, discussion of medications to be given to the patient, safely administer medications, perform a head to toe assessment, laboratory and diagnostic studies, nursing process, pathology, and debriefing The SIMS Clinical Performance Evaluation must be passed with 77% or better along with a 77% for the nursing process grading criteria.

Review additional instructions under SIMs Clinical learning module located under course content in Blackboard. See Calendar for dates.

HOSPITAL CLINICAL

Students will complete 4 Hospital Clinical days in which they will be evaluated on clinical decision making, communication with the client/family and other health care professionals, information management, leadership, safety, professionalism, and work ethic. . Identifying the four roles of nursing; Member Of The Profession, Provider Of Patient-Center Care, Patient Safety Advocate, and Member Of Health Care Team. Students will be assigned to a licensed personnel (RN or LVN) and along with his/her nurse will assume care of one patient. The student will perform any and all skills that have been successfully passed in lab (V/S, Mobility, Hygiene, Physical Assessment, Medication Administration, Urinary Catheters, etc) in addition to documenting all care on their patient. Students **must** have an instructor present to perform any invasive procedure such as but not limited to medication administration, catheter insertion, etc. Students may also seek other learning opportunities with other patients as time permits. Student must demonstrate competency in performing a physical assessment prior to his/her first hospital clinical. Students will be observed and must show competency on a hospital patient physical assessment (review grading criteria).

The student must pass the Hospital Daily Performance Evaluation with a minimal of a 77% average for each scheduled clinical rotation. Students must pass 2 nursing processes with a minimum of a 77% based on the patients in the hospital setting. The student will have only 1 opportunity to correct 1 nursing process if a minimal grade of 77% is not obtained initially. The corrected nursing process must score a minimal of 77%. A nursing diagnosis can only be used one (1) time on a nursing process during the semester. You cannot repeat a nursing diagnosis previously submitted for a nursing process in any clinical setting (including the SIMs clinical experience). A pathology can only be used one (1) time per clinical rotation during the semester. You cannot repeat a pathology previously submitted in any clinical setting (including the SIMs clinical experience). Repeating a nursing diagnosis in a nursing process or pathology will result in a “0” for the clinical rotation, thus resulting failure in RNSG 1160.

Review additional instructions under Hospital Clinical module located under course content in Blackboard. See Calendar for dates.

STUDENT CLINICAL EVALUATION TOOL

Students will self-evaluate their clinical/simulation performance by providing feedback and examples of how the criteria were met. Students must score **satisfactory** on each criterion on the Student Clinical Evaluation tool to successfully pass the course. Students will complete the Student Clinical Evaluation tool and submit with clinical paperwork after the first and second hospital rotations. The student may be given one opportunity to identify how he/she satisfactorily met each criterion not marked as satisfactory on the final Student Clinical Evaluation tool. Failure to score **satisfactory** on each criterion on the final Student Clinical Evaluation will result failure for RNSG 1160. Review evaluations and additional instructions under the Clinical Evaluation learning module located under course content in Blackboard.

LAB REMEDIATION

Student must continue to show competency on all skills successfully passed for RNSG 1105, RNSG 1144 and RNSG 1115. At any time a faculty member can require a student to complete additional remediation in the Nursing Learning Resource Laboratory and/or the Center for Clinical Excellence to ensure student and patient safety in clinical. If a student does not complete the remediation by specified date and/or does not demonstrate competency based on grading criteria will be reflected on the Student Clinical Evaluation Tool.

LAB FINALS

The student must show continued competency for skills previously passed in RNSG 1115, RNSG 1105 and RNSG 1144 at the end of the semester. The student must show competency (Pass/Fail) four (4) out of five (5) skills. Three of the skills that must be passed are sterile technique, pharmacology and health assessment.

Clinical Make Up Work

Students highly encouraged to attend clinical rotations. In the event of serious sickness or unexpected events approved by the instructor, the student may be given additional assignments or a makeup clinical day to account for the clinical absence.

COMPUTER USAGE

As computer technology in the field of health occupations continues to become more popular, computers will be used in this course for several assignments. All students have access to computers and printers on the South Plains College campus. Students will be expected to utilize computers to access assignments and classroom resources. All registered students are supplied with a working email account from South Plains College. In order to take exams, students must have their username and password. **ALL STUDENTS ARE EXPECTED TO KNOW THEIR SPC STUDENT USERNAME AND PASSWORD.**

COMPUTER LAB USAGE

The computer lab(s) on any campus may be used by students during scheduled open hours or as assigned by an instructor. Printer paper will not be provided for students to print materials but students may seek assistance from faculty or staff to request lab paper from the college if needed. Lack of computer lab paper is not an excuse for not having homework assignments, skills lab sheets, or any other required documents. Students should come prepared for class.

GRADING POLICY

The grade for this course will be determined upon completion of the following components:

Clinical Math Competency Exam	90% missing only two (2) answers
UAP	Minimal of 77% on each UAP Performance Evaluation (3)
Safety Simulation	Minimal of 77% on Safety Simulation Performance Evaluation (1)
SIMs Clinical/Nursing Process	Minimal of 77% on the SIMS Clinical Performance Evaluation (1)
Hospital Clinical	Hospital Daily Performance Evaluation with a minimal of a 77% average for each scheduled clinical rotation. (two rotations total of 4 days)

Hospital Clinical	Pass 2 nursing processes with a minimum of a 77% based on the patients in the hospital setting. (2)
Student Clinical Evaluation Tool	Scoring satisfactory on each criterion on the Student Clinical Evaluation tool (1)
Lab Finals	Show competency (Pass/Fail) for 4 out of 5 skills. Three of the skills that must be passed are sterile technique, pharmacology and health assessment.

Course grades are based on the following scale:

PASS = 77-100%

FAIL = 76% and below

The student must pass the clinical math competency exam, have a score of 77% on all required course work, 77% on UAP, Safety SIM, SIMs Clinical, and Hospital performance evaluations, nursing process, and scoring a satisfactory for each criterion on the student clinical evaluation tool, and pass 3 out of 5 skills (three of the skills must be passed are sterile procedure, pharmacology, and health assessment) to successfully pass RNSG 1160.

RNSG 1160 is a Pass/Fail course

COURSE SCHEDULE

See course calendar for date, time and location. Students will be responsible for all assignments and dates listed in the course calendar.

COMMUNICATION POLICY

Electronic communication between instructor and students in this course will utilize the South Plains College “My SPC” and email systems. We will also utilize “Remind” App on your smartphone and you may communicate with faculty this way also. The instructor will not initiate communication using private email accounts. Students are encouraged to check SPC email on a regular basis each week of class. Students will also have access to assignments, web-links, handouts, and other vital material which will be delivered via the classroom website. Any student having difficulty accessing the classroom website or their email should immediately contact their instructor for direction. The instructor will work with any student to ensure the student has access to a computer on campus and can obtain the needed class content that is located on the course website.

4.1.1.5 CAMPUS CONCEALED CARRY

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in South Plains College buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and South Plains College policy, license holders may not carry a concealed handgun in restricted locations. For a list of locations and Frequently Asked Questions, please refer to the Campus Carry page at: <http://www.southplainscollege.edu/campuscarry.php>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all South Plains College campuses. Report violations to the College Police Department at 806-716-2396 or 9-1-1.

STUDENT CONDUCT

Rules and regulations relating to the students at South Plains College are made with the view of protecting the best interests of the individual, the general welfare of the entire student body and the educational objectives of the college. As in any segment of society, a college community must be guided by standards that are stringent enough to prevent disorder, yet moderate enough to provide an atmosphere conducive to intellectual and personal development.

A high standard of conduct is expected of all students. When a student enrolls at South Plains College, it is assumed that the student accepts the obligations of performance and behavior imposed by the college relevant to its lawful missions, processes and functions. Obedience to the law, respect for properly constituted authority, personal honor, integrity and common sense guide the actions of each member of the college community both in and out of the classroom.

Students are subject to federal, state and local laws, as well as South Plains College rules and regulations. A student is not entitled to greater immunities or privileges before the law than those enjoyed by other citizens. Students are subject to such reasonable disciplinary action as the administration of the college may consider appropriate, including suspension and expulsion in appropriate cases for breach of federal, state or local laws, or college rules and regulations. This principle extends to conduct off-campus which is likely to have adverse effects on the college or on the educational process which identifies the offender as an unfit associate for fellow students. Any student who fails to perform according to expected standards may be asked to withdraw. Rules and regulations regarding student conduct appear in the current Student Guide.

SPECIAL REQUIREMENTS (*Read Carefully)

- **Cell Phones** – Cell phones are to be turned OFF or silenced during scheduled class periods. **Text messaging is not allowed during scheduled class/lab times.** Cell phones are to be used outside the classroom or lab only on designated breaks. Students are not allowed to have cell phones on their person during exams or clinical.

COURSE DISCLAIMER

Working within the healthcare field can be stressful and requires a mentally tough individual to provide medical care in the hospital environment. In order to better prepare students for a career in the healthcare profession, there will be times during this course where students will be exposed to training scenarios and situations that will be unpleasant to the average college student. If the student does not feel they can tolerate this type of learning environment, they should discuss this with me immediately before continuing the course. Additionally, enrollment in this course does not guarantee a passing grade, successful completion of the nursing curriculum, or NCLEX- RN examination.

GRIEVANCE POLICY

The student is responsible for scheduling an appointment with the instructor/course leader to discuss the final grade or discipline action. If the student is not satisfied, he/she should schedule an appointment with the Level I Semester I Course Leader. The next chain of command is to make an appointment with the Director of the Associate Degree Nursing Program, following that would be the Health Occupations Dean. The procedure will follow the same as found in the student handbook.

ACCOMMODATIONS

4.1.1.1. Diversity Statement

In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

4.1.1.2. Disabilities Statement

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Disability Services Office. For more information, call or visit the Disability Services Office at Levelland (Student Health & Wellness Office) 806-716-2577, Reese Center (Building 8) 806-716-4675, or Plainview Center (Main Office) 806-716-4302 or 806-296-9611.

4.1.1.3 Non-Discrimination Statement

South Plains College does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Vice President for Student Affairs, South Plains College, 1401 College Avenue, Box 5, Levelland, TX 79336. Phone number 806-716-2360.

4.1.1.4 Title IX Pregnancy Accommodations Statement

If you are pregnant, or have given birth within six months, Under Title IX you have a right to reasonable accommodations to help continue your education. To activate accommodations you must submit a Title IX pregnancy accommodations request, along with specific medical documentation, to the Director of Health and Wellness. Once approved, notification will be sent to the student and instructors. It is the student's responsibility to work with the instructor to arrange accommodations. Contact the Director of Health and Wellness at 806-716-2362 or email cgilster@southplainscollege.edu for assistance.

EMERGENCY MESSAGES

The student should notify his/her family that in case of an emergency during normal class schedule, they should call the Nursing Office at (806)716-2391 or (806)716-2193. Class will not be interrupted unless it is an emergency, so they must identify themselves and say it is an emergency to get immediate action.

The student should notify his/her family that in the case of an emergency during clinical rotations, they should call and leave a message or text (who they are and who they need to get in touch with for an emergency) to the number or numbers provided to them in the clinical course syllabus and/or on the clinical course schedule..

FOUNDATION SKILLS

BASIC SKILLS—Reads, Writes, Performs Arithmetic and Mathematical Operations, Listens and Speaks

F-1 Reading—locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.

F-2 Writing—communicates thoughts, ideas, information and messages in writing and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.

F-3 Arithmetic—performs basic computations; uses basic numerical concepts such as whole numbers, etc.

F-4 Mathematics—approaches practical problems by choosing appropriately from a variety of mathematical techniques.

F-5 Listening—receives, attends to, interprets, and responds to verbal messages and other cues.

F-6 Speaking—organizes ideas and communicates orally.

THINKING SKILLS—Thinks Creatively, Makes Decisions, Solves Problems, Visualizes and Knows How to Learn and Reason

F-7 Creative Thinking—generates new ideas.

F-8 Decision-Making—specifies goals and constraints, generates alternatives, considers risks, evaluates and chooses best alternative.

F-9 Problem Solving—recognizes problems, devises and implements plan of action.

F-10 Seeing Things in the Mind’s Eye—organizes and processes symbols, pictures, graphs, objects, and other information.

F-11 Knowing How to Learn—uses efficient learning techniques to acquire and apply new knowledge and skills.

F-12 Reasoning—discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

PERSONAL QUALITIES—Displays Responsibility, Self-Esteem, Sociability, Self-Management, Integrity and Honesty

F-13 Responsibility—exerts a high level of effort and perseveres towards goal attainment.

F-14 Self-Esteem—believes in own self-worth and maintains a positive view of self.

F-15 Sociability—demonstrates understanding, friendliness, adaptability, empathy and politeness in group settings.

F-16 Self-Management—assesses self accurately, sets personal goals, monitors progress and exhibits self-control.

F-17 Integrity/Honesty—chooses ethical courses of action.

SCANS COMPETENCIES

C-1 **TIME** - Selects goal - relevant activities, ranks them, allocates time, prepares and follows schedules.

C-2 **MONEY** - Uses or prepares budgets, makes forecasts, keeps records and makes adjustments to meet objectives.

C-3 **MATERIALS AND FACILITIES** - Acquires, stores, allocates, and uses materials or space efficiently.

C-4 **HUMAN RESOURCES** - Assesses skills and distributes work accordingly, evaluates performances and provides feedback.

INFORMATION - Acquires and Uses Information

C-5 Acquires and evaluates information.

C-6 Organizes and maintains information.

C-7 Interprets and communicates information.

C-8 Uses computers to process information.

INTERPERSONAL—Works with Others

C-9 Participates as a member of a team and contributes to group effort.

C-10 Teaches others new skills.

C-11 Serves Clients/Customers—works to satisfy customer’s expectations.

C-12 Exercises Leadership—communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.

C-13 Negotiates—works toward agreements involving exchanges of resources; resolves divergent interests.

C-14 Works with Diversity—works well with men and women from diverse backgrounds.

SYSTEMS—Understands Complex Interrelationships

C-15 Understands Systems—knows how social, organizational, and technological systems work and operates effectively with them.

C-16 Monitors and Corrects Performance—distinguishes trends, predicts impacts on system operations, diagnoses systems performance and corrects malfunctions.

C-17 Improves or Designs Systems—suggests modifications to existing systems and develops new or alternative systems to improve performance.

TECHNOLOGY—Works with a Variety of Technologies

C-18 Selects Technology—chooses procedures, tools, or equipment, including computers and related technologies.

C-19 Applies Technology to Task—understands overall intent and proper procedures for setup and operation of equipment.

C-20 Maintains and Troubleshoots Equipment—prevents, identifies, or solves problems with equipment, including computers and other technologies.

**South Plains College - Associate Degree Nursing Program
Student Clinical Evaluation Tool
Semester _____**

Student Name:

Clinical practice standards for student performance are based on the SPC Graduate Outcomes (NLN Educational Competencies for Graduates of Associate Degree Nursing Programs, 2002). For each graduate outcome, a level of achievement is indicated in the table below. Students are expected to complete the semester at the level indicated, showing progress and increasing competency throughout the semester. Student performance standards/levels are defined as follows (adapted from Krichbaum et al., 1994):

1. Provisional: performs safely under supervision; requires continuous supportive and directive cues; performance often uncoordinated and slow; focus is entirely on task or own behavior; beginning to identify principles but application of principles are sometimes lacking.
2. Assisted: performs safely and accurately each time observed but requires frequent supportive and occasional directive cues; time management skills still developing; skill accuracy still developing; focus is primarily on task or own behavior with more attention to client; identifies principles but still may need direction in application of principles.
3. Supervised: performs safely and accurately each time behavior is observed; requires occasional supportive and directive cues; spends reasonable time on task and appears generally relaxed and confident; applies theoretical knowledge accurately with occasional cues; focuses on clients initially but as complexity increases, may still focus more on

task.

4. Independent: performs safely and accurately each time behavior is observed and without need of supportive cues demonstrates dexterity in skills; spends minimum time on task; applies theoretical knowledge accurately; focuses on client while giving care.

GRADUATE OUTCOMES	1 st semester	2 nd semester	3 rd semester	4 th semester
Clinical Decision Making	2	3	4	4
Communication & Information Mgt.	2	3	4	4
Leadership	1	2	3	4
Safety	1	2	3	4
Professionalism	1	2	3	4

The student will be evaluated throughout the semester at the level indicated as well as on Work Ethics.

All Clinical Objectives in the Clinical Evaluation Tool must score satisfactory on the final hospital clinical rotation to pass RNSG 1160. Upon satisfactory completion of the course, the student will be progressing toward meeting the SPC Graduate Outcomes and the Texas BON “Differentiated Essential Competencies” (DECS). The DECS are listed by letters and numbers in the numbered role columns on the clinical evaluation tool (1=Member of the Profession; 2=Provider of Patient-Centered Care; 3=Patient Safety Advocate; and 4=Member of the Health Care Team)

Krichbaum, K., Rowan, M., Duckett, L., Ryden, M., & Savik, K. (1994). The Clinical Evaluation Tool: A measure of the quality of clinical performance of baccalaureate nursing students. *Journal of Nursing Education*, 33 (9), 395-404.

Student Name:

<p>KEY: ELA: Expected Level of Achievement DECS: Differentiated Essential Competencies (Texas BON, 2010) * Critical Objective</p>	<p>RATING: N/O: Not Observed (can only be used at mid-term) S: Satisfactory U: Unsatisfactory NI: Needs Improvement</p>
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Graduate Outcome: CLINICAL DECISION MAKING - Provides competent nursing interventions based on application of the nursing process and demonstrates critical thinking, independent judgment and self-direction while caring for patients and families. (ELA 2)

DECS (clinical)				Clinical objectives and examples of knowledge, skills, & behaviors	R -1	R-2	R-3	R-4
1	2	3	4					
	A2		A1	<p>1. Identify theoretical concepts with nursing knowledge and skills to meet the basic needs of patients and their families throughout the lifespan in a variety of settings.</p> <p>Satisfactory: Consistently identifies physiological and psychosocial needs utilizing Maslow's Hierarchy and Erikson's Developmental Level. Performs skills correctly.</p> <p>Needs Improvement: Requires assistance identifying physiological and psychosocial needs utilizing Maslow's</p>				
	B2		A2					
	B3		B1					
	B6		B2					
	B8		D1					
	C1		D3					
	C3		D4					

	E8			Hierarchy and Erikson's Developmental Level. Performs skills but requires assistance with basic skills.		
	E10					
	F6					
				Unsatisfactory: Does not identify physiological and psychosocial needs utilizing Maslow's Hierarchy and Erikson's Developmental Level. Does not perform skills safely.		
A2	A1	B2	A2	2. Recognize the five steps of the nursing process into nursing practice.		
	A2	B3	B1	Satisfactory: Consistently identifies the five steps of the nursing process.		
	A4	B5	C1			
	B1		D3			
	B3		D4			
	B4		E1			
	B5			Needs Improvement: Requires assistance in identifying the five steps of the nursing process.		
	C2					
	C3					
	C5,E6					
	D2,E1					
	D3E2					

Graduate Outcome: CLINICAL DECISION MAKING - Provides competent nursing interventions based on application of the nursing process and demonstrates critical thinking, independent judgment and self-direction while caring for patients and families. (ELA 2)

DECS (clinical)				Clinical objectives and examples of knowledge, skills, & behaviors	R -1	R-2	R-3	R-4
1	2	3	4	2. Recognize the five steps of the nursing process into nursing practice.				
				Unsatisfactory: Does not identify the five steps of the nursing process.				
A2	A1	A3	A3	3. Use critical thinking, problem solving, and the nursing process in a variety of setting through direct care assignment.				
B4	A2	B1B2	B2					
B6	A3	B7	D4	Satisfactory: Consistently collects data and applies the nursing process.				
	A4	C2	E1					
	B1		E2					
	B3							
	B4							
	B5			Needs Improvement: Requires assistance recognizing problems, collecting data and applying the nursing process.				
	B7							
	C2C5							
	D1D2							
	E1E2							
	E3			Unsatisfactory: Cannot utilize the nursing process.				
	E10							
	F1F4							
	F6G2							
A2	A1	A3	A3	4. Explore critical thinking and problem solving skills in prioritizing, management, and coordination of all aspects of care.				
B4	A2	B1B2	B2					
B6	A3	B7	D4	Satisfactory: Organizes schedule to allow sufficient time for obtaining client care assignment and preparing for clinical experiences. Does not violate previously mastered principles/learning in carrying out nursing intervention skills. Organize work priorities to conserve energy of the client and self. Completes clinical assignments within allotted time.				
	A4	C2	E1					
	B1		E2					
	B3							
	B4							
	B5			Needs Improvement: Is disorganized in obtaining client care assignment and preparing for clinical experiences. Needs assistance with previously mastered principles/learning in carrying out nursing intervention skills. Disorganized work priorities. Late with clinical assignments.				
	B7							
	C2C5							

Graduate Outcome: CLINICAL DECISION MAKING - Provides competent nursing interventions based on application of the nursing process and demonstrates critical thinking, independent judgment and self-direction while caring for patients and families. (ELA 2)

DECS (clinical)				Clinical objectives and examples of knowledge, skills, & behaviors				
1	2	3	4	4. Explore critical thinking and problem solving skills in prioritizing, management, and coordination of all aspects of care. Unsatisfactory: Client care assignment incomplete. Violates previously mastered principles/learned skills, cannot prioritize. Does not turn in clinical assignments.				
	D1D2							
	E1E2							
	E3							
	E10							
	F1F4							
	F6G2							

Graduate Outcome: COMMUNICATION & INFORMATION MANAGEMENT - Communicates effectively utilizing technology, written documentation, and verbal expression with members of the health care team, patients, and their families. (ELA 2)

DECS (clinical)				Clinical objectives and examples of knowledge, skills, & behaviors	R-1	R-2	R-3	R-4
1	2	3	4	5. Develop effective skills of communication and collaboration with members of the health care team, patient and their families.				
A5	B1B3	B5	A2					
A7	B5		B3	Satisfactory: Consistently identifies verbal and non-verbal client messages. Utilizes therapeutic communication techniques during client assessments and interactions. Documents accurately, concisely, and legibly and sign all entries on nursing notes with minimal assistance.				
	D2		C2					
	E4E5		D1					
	E9		E2					
	E11		E3					
	F3		E4	Needs Improvement: Requires assistance with identifying verbal and nonverbal client messages. Does not consistently utilize therapeutic communication techniques during client assessment and interactions. Needs assistance with documentation in the clients health record and reminders to sign all entries				
				Unsatisfactory: Does not recognize verbal and/or nonverbal client messages. Does not utilize therapeutic communication techniques during client assessment and interactions. Does not document pertinent or correct information.				
B2	G1	B9	A1	6. Identify principles of teaching-learning in providing information to patients and their families, regarding health promotion, maintenance, and restoration of health or the process of death and dying.				
B6	G2		A3					
D1	G3		B1	Satisfactory: Consistently documents patient teaching at a beginning level of proficiency.				
D3	G4		B3					
	G5		E3					
	G6							
	G7							

Graduate Outcome: COMMUNICATION & INFORMATION MANAGEMENT - Communicates effectively utilizing technology, written documentation, and verbal expression with members of the health care team, patients, and their families.

DECS (clinical)				Clinical objectives and examples of knowledge, skills, & behaviors	R -1	R-2	R-3	R-4
1	2	3	4	Needs Improvement: Requires assistance with documenting patient teaching at a beginning level of proficiency.				
	H1							
	H3							
	A3							
	A4							
	B4			Unsatisfactory: Does not document patient teaching at a beginning level of proficiency.				
	C3							
	E4							
	E10							

Graduate Outcome: LEADERSHIP - Demonstrates knowledge of basic delegation, leadership management skills, and coordinates resources to assure optimal levels of health care for patients and their families. (ELA 1)

DECS (clinical)				Clinical objectives and examples of knowledge, skills, & behaviors	R -1	R-2	R-3	R-4
1	2	3	4	7. Identify the nurse's function within the organizational framework of various healthcare settings and recognize appropriate delegation of care to patients and their families.				
A1	C4	A2	C2					
A3	E6	B1	C3	Satisfactory: Consistently identifies and documents the nursing roles on the Clinical Performance Criteria.				
B2	F3	D1	C4					
B5	G2		D1					
B6	H3		D3					
C4								
C5				Needs Improvement: Requires assistance in identifying the nursing roles on the Clinical Performance Criteria.				
C6								
				Unsatisfactory: Does not identify the nursing roles on the Clinical Performance Criteria.				

Graduate Outcome: LEADERSHIP - Demonstrates knowledge of basic delegation, leadership management skills, and coordinates resources to assure optimal levels of health care for patients and their families.

DECS (clinical)				Clinical objectives and examples of knowledge, skills, & behaviors	R -1	R-2	R-3	R-4
1	2	3	4	8. Identify the health care team in delivering care to patients and their families.				
A1	C2	A3	B3	Satisfactory: Consistently identifies and documents additional members of the health care team on the Clinical Performance Criteria.				
B5	C4	A5	B5					
B6	C5	B1	C3					
B9	D4	C1	C4					
C1	E3		D1					
C2	E6		D2	Needs Improvement: Requires assistance in identifying and documenting additional members of the health care team on the Clinical Performance Criteria.				
C3	E8		D3					
D4	F3		D6					
	F5							
	G2							
	H3			Unsatisfactory: Does not identify or document additional members of the health care team on the Clinical Performance Criteria.				
B5	C2	B1	A2	9. Identify appropriate referral sources to meet the needs of patients and their families.				
B9	C4	D2	A3	Satisfactory: Consistently identifies and documents appropriate referral sources on the Clinical Performance Criteria.				
C2	C5		B5					
D4	G2		C2					
	H3		D2					
				Needs Improvement: Requires assistance in identifying and documenting appropriate referral sources on the Clinical Performance Criteria.				
				Unsatisfactory: Does not identify or document appropriate referral sources on the Clinical Performance Criteria.				

Graduate Outcome: SAFETY - Implements appropriate interventions to promote a quality and safe environment for patients and their families. (ELA 1)											
DECS (clinical)				Clinical objectives and examples of knowledge, skills, & behaviors				R -1	R-2	R-3	R-4
1	2	3	4	10. Recognize National Patient Safety Goals, Standards of Care, and Policy and Procedures in a variety of health care settings.							
A3	A1	A2		Satisfactory: Consistently looks up Policy and Procedures and delivers care utilizing Standards of Care and National Patient Safety Goals.							
B5	A4	A4									
B6	C1	B3									
C6	C3	B4									
D4	C5	B7									
D5	D1	C3									
	F2			Needs Improvement: Requires reminding of necessity of utilizing Policy and Procedures, Standards of Care and National Patient Safety Goals to deliver care.							
	G2			Unsatisfactory: Does not utilize Policy and Procedures, Standards of Care or the National Patient Safety Goals to deliver care.							
	H6										
A2	C1	A2	D1	11. Implement safe care for cost effective nursing care in collaboration with members of the Health care team.							
B6	C6	A4		Satisfactory: Consistently implements safe, cost effective nursing care in collaboration with members of the health care team as evidenced by organizing and prioritizing patient care.							
C5	D2	B1									
	E10	B6									
	E12	C2									
		D1		Needs Improvement: Requires assistance in organizing and prioritizing safe, cost effective nursing care.							
				Unsatisfactory: Does not organize or prioritize in delivering safe, cost effective nursing care.							

Graduate Outcome: PROFESSIONALISM - Demonstrates knowledge of professional development and incorporates evidence-based practice in the nursing profession. Incorporates concepts of caring, including moral, ethical, legal standards while embracing the spiritual, cultural, and religious influences on patients and their families. (ELA1)

DECS (clinical)				Clinical objectives and examples of knowledge, skills, & behaviors	R -1	R-2	R-3	R-4
1	2	3	4	12. Recognize clinical data, current literature, and resources and outcomes to therapeutic interventions to make appropriate nursing practice decisions.				
B6	A3	B3	A3					
C1	A4	B7	D4	Satisfactory: Consistently supports planned nursing interventions by scientific rationale researches patient medication and includes implications related to nursing care in written nursing process and administers medication safely.				
D1	C3		E3					
	E5							
				Needs Improvement: Requires assistance supporting planned nursing interventions by scientific rationale, researching patient medication and including implications related to nursing care in written nursing process and administering medications safely.				
				Unsatisfactory: Does not support planned nursing interventions with scientific rationale, or research patient medication and include implications related to nursing care in written nursing process and in administering medications safely.				
B4	D2	A2	D4	13. Define the responsibility for professional and personal growth and development.				
B6	E3	D1		Satisfactory: Consistently identifies behaviors which need change or modifications, seeks learning experiences, demonstrates flexibility/adaptability when situations or when assignments change and comply with professional appearance requirements according to SPC Policy.				
B8	F1							
D1	G5							
D3								
				Needs Improvement: Requires assistance/reminders to identify behaviors which need change or modification, seeking learning experiences, demonstrating flexibility/ adaptation when situations or when assignments change and complying with professional appearance requirements according to SPC Policy.				
				Unsatisfactory: Does not identify behaviors which need change or modification, seeking learning experiences, demonstration flexibility/adaptation when situations or when assignments change and complying with professional appearance requirements according to SPC Policy.				

Graduate Outcome: PROFESSIONALISM - Demonstrates knowledge of professional development and incorporates evidence-based practice in the nursing profession. Incorporates concepts of caring, including moral, ethical, legal standards while embracing the spiritual, cultural, and religious influences on patients and their families.

DECS (clinical)				Clinical objectives and examples of knowledge, skills, & behaviors	R -1	R-2	R-3	R-4
1	2	3	4	14. Recognize ethical and legal responsibility and accountability for one's nursing practice.				
A1	B5	A2	C2	Satisfactory: Consistently communicates with instructor prior to proceeding with unfamiliar nursing actions, reports errors to instructor/staff immediately and accurately, and recognize actions appropriate for delegation.				
B2	D1	A4	C4					
B5	E6	B1	D1					
B8	E12	C1						
C3		D1						
C5		E1		Needs Improvement: Requires reminders to communicate with instructor prior to performing unfamiliar patient care activities, reporting errors accurately to instructor/staff in timely manner and recognizing actions appropriate for delegation.				
D4				Unsatisfactory: Does not communicate with instructor prior to performing unfamiliar patient care activities, reporting errors accurately and in a timely manner to instructor/staff and recognizing actions appropriate for delegation.				
A3	A1	A2	A1	15. Understanding the actions of a health care advocate to provide quality health care while embracing the spiritual, cultural, and religious influences on patients and their families.				
B3	B4	A4	A3	Satisfactory: Consistently maintains nurse/patient relationship confidentiality, protects patient privacy and documents health care advocacy while embracing spiritual, cultural, and religious influences of patients and their families.				
B6	C2	B1	D4					
C3	C5	B6	E3					
C5	D3	E1						
C6	E1							
D4	E2							
	E13			Needs Improvement: Requires prompting to maintain nurse/client relationship confidentiality, protecting patient privacy and documenting health care advocacy while embracing spiritual, cultural and religious influences of patients and their families.				
				Unsatisfactory: Does not maintain nurse/client relationship confidentiality, protect privacy and documenting health care advocacy while embracing spiritual, cultural, and religious influences of patients and their families.				

Graduate Outcome: PROFESSIONALISM - Demonstrates knowledge of professional development and incorporates evidence-based practice in the nursing profession. Incorporates concepts of caring, including moral, ethical, legal standards while embracing the spiritual, cultural, and religious influences on patients and their families.

DECS (clinical)				Clinical objectives and examples of knowledge, skills, & behaviors	R -1	R-2	R-3	R-4
1	2	3	4	16. Recognize one's own caring behavior when interacting with patients, their families, and members of the health care professions.				
A3	B3	A4	A2					
B2	C5	B1	B3	Satisfactory: Recognizes and documents examples of caring behaviors performed by self and others.				
B3	E7	B7	E1					
C3	F1	D1						
C6	F5							
D4	F6							
	G4							
				Needs Improvement: Requires assistance recognizing and documenting examples of caring behaviors performed by self and others.				
				Unsatisfactory: Fails to recognize and document examples of caring behaviors performed by self and others.				