COURSE SYLLABUS

VNSG 2661.501 (6:0:24)

CLINICAL-PRACTICAL NURSING (L.P.N. TRAINING)

Vocational Nursing Program – Plainview Extension

Health Occupations Division

Technical Education Division

Plainview Campus

SOUTH PLAINS COLLEGE

Spring 2021

SOUTH PLAINS COLLEGE – PLAINVIEW
SPRING 2021
COURSE SYLLABUS

COURSE TITLE: VNSG 2661.501 (6:0:24)
CLINICAL-PRACTICAL NURSING (LPN TRAINING)

INSTRUCTOR: Suzanne Griffin, A.A.S., A.D.N., R.N. / CLINICAL INSTRUCTORS

OFFICE LOCATION: Plainview Center – 104F
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OFFICE HOURS: MT 0800 – 0900 and 1300 - 1600
WTRF (By Appointment)

SOUTH PLAINS COLLEGE IMPROVES EACH STUDENT'S LIFE

COURSE DESCRIPTION:

This course of instruction provides detailed education, training and work-based experiences, and direct patient/client care, generally at a clinical site. Specific detailed learning objectives are developed for each course by the faculty. On-site clinical instruction, supervision, evaluation, and placement is the responsibility of the college faculty. Clinical experiences are unpaid external learning experiences. Courses may be repeated if topics and learning outcomes vary.

STUDENT LEARNING OUTCOMES:

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

COURSE COMPETENCIES:

Student must complete this course with a grade of 77% based on the course objectives in order to move to Level III of clinical competencies.

ACADEMIC INTEGRITY:

Refer to the Plainview Student Handbook and the SPC Catalog. In addition, all students are expected to maintain professional conduct and standards, and comply with all clinical guidelines as outlined in the Student Handbook.

SCANS & FOUNDATION SKILLS:
See Clinical Objectives

VERIFICATION OF WORKPLACE COMPETENCIES:

NCLEX-PN Licensure Exam eligibility following successful completion of the one-year vocational nursing program.

ATTENDANCE POLICY: (Student Handbook)

Level II Clinical – 2 absences	Student will be counseled after the second absence Student will be dismissed from the course if third absence occurs.

The student is responsible for notifying the Assigned Nursing Unit and Clinical Instructor if unable to be at the assigned clinical site. The unit should be called at least 30 minutes prior to the time scheduled for duty. ***Refer to Student Handbook for policies regarding all student responsibilities and absences / tardiness in the clinical setting.***

COURSE REQUIREMENTS:

Student must meet all clinical competencies / objectives for Level II by the completion of this course. (Listed beginning on next page)

GRADING:

Weekly Clinical Evaluations…… 80%
Post Conference Activities and Skills ……. 20%

A	93 – 100	
B	84 – 92	
C	77* - 83	* passing for all nursing courses
D	70 – 76	
F	69 or below	

SCHEDULE OF CLASSES:

See Classroom and Clinical Schedule Forms for dates, times, affiliate rotations, and instructors.

SOUTH PLAINS COLLEGE – PLAINVIEW
LEVEL II – CLINICAL OBJECTIVES
VNSG 2661.501

<u>LEVEL II - CLINICAL PRACTICUM</u>: The student should demonstrate satisfactory progress in the following levels of performance towards competency of skills sufficient for entry into Level III of clinical application.

This course meets the SCANs (Secretaries Commission on Achieving Necessary Skills) by developing a vocational nurse who

a. is prepared to practice within the legal, ethical and professional standards of vocational nursing as a health care team member in a variety of roles, utilizing the nursing process; (C-1, C-4, C-5, C-6, C-7, C-8, C-9, C-10, C-11, C-14, C-15, C-18, C-19, F-1, F-2, F-3, F-4, F-5, F-6, F-7, F-8, F-9, F-10, F-11, F-12)
b. exhibits an awareness of the changing roles of the nurse; and, (C-2, C-4, C-5, C-6, C-7, C-8, C-9, C-10, C-11, C-12, C-13, C-14, F-1, F-2, F-3, F-4, F-5, F-6, F-7, F-8, F-9, F-10, F-11, F-12)
c. accepts responsibility for personal and professional growth (F-13, F-14, F-15, F-16, F-17)

Clinical practice standards for student performance are based on the SPC Graduate Outcomes. 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 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 patient; 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 patients initially but as complexity increases, still may 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 patient while giving care.

GRADUATE OUTCOMES	LEVEL I	LEVEL 2	LEVEL 3
Member of the Profession	1	2-3	4
Provider of Patient-Centered Care	2	3	4
Patient Safety Advocate	2	3	4
Member of the Health Care Team	1	2-3	4

The student is evaluated on a weekly basis at the level indicated. In order to exit the clinical course, the student must have a 77% average or above and must be at the Level indicated on the Summative Clinical Evaluation Tool.

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 numbers and letters on the clinical evaluation tool:

I. Member of the Profession
II. Provider of Patient-Centered Care
III. Patient Safety Advocate
IV. 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

Graduate Outcome: Member of the Profession: exhibits behaviors that reflect commitment to the growth and development of the role and function of nursing consistent with state and national regulations and with ethical and professional standards; aspires to improve the discipline of nursing and its contributions to society, and values self-assessment and the need for lifelong learning. ELA: 2 - 3

A. Functions within the student vocational nurse's legal scope of practice and in accordance with the policies and procedures of South Plains College and the clinical agencies.

1. Functions within a directed scope of practice of the student vocational nurse with appropriate supervision.
2. Assists in determination of predictable health care needs of a patient to provide individualized, goal-directed nursing care.
3. a. Practices according to facility policies and procedures.
   b. Questions orders, policies, and procedures that may not be in the patient's best interest.

B. Assumes responsibility and accountability for the quality of nursing care provided to patients and their families.

2. a. Provides nursing care within the parameters of student vocational nursing knowledge, scope of practice, education, experience, and ethical/legal standards of care at this level
3. a. Practices nursing in a caring, nonjudgmental, nondiscriminatory manner.
   b. Provides culturally sensitive health care to patients and their families.
   c. Provides holistic care that addresses the needs of diverse individuals across the lifespan.
4. Uses performance and self-evaluation processes to improve individual nursing practice and professional growth.
5. a. Assumes accountability for individual nursing practice.
6. a. Follows established policies and procedures.
   b. Questions orders, policies, and procedures that may not be in the patient's best interest.
   c. Uses nursing judgment to anticipate and prevent patient harm.
7. Uses communication techniques to maintain professional boundaries in the nurse/patient relationship.
8. Complies with professional appearance (dress code) requirements according to SPC & organizational standards and policies.

C. Contributes to activities that promote the development and practice of vocational nursing.

1. Identifies historical evolution of nursing practice and issues affecting the development and practice of vocational nursing.
2. Works collegially with members of the interdisciplinary health care team.
5. Practices within the student vocational nursing role and Vocational Nursing Scope of Practice.
   a. demonstrates promptness when reporting to clinical agencies for clinical rotations.

b. adheres to school of nursing and agency attendance guidelines.

D. Demonstrates responsibility for continued competence in nursing practice, and develops insight through reflection, self-analysis, self-care, and lifelong learning.

3. Uses self-evaluation, reflection, instructor evaluation and feedback to modify and improve practice.
4. Demonstrates accountability to reassess and establishes new competency when changing practice areas.

Graduate Outcome: Provider of Patient-Centered Care: accepts responsibility for the quality of nursing care and provides safe, compassionate nursing care using a systematic process of assessment, analysis, planning, intervention, and evaluation that focuses on the needs and preferences of patients and their families. Incorporates professional values and ethical principles into nursing practice and provides care to individual patients and their families. ELA: 3

A. Uses clinical reasoning and established evidence-based policies as the basis for decision making in nursing practice.

1. Uses problem-solving approach to make decisions regarding care of assigned patient.
2. a. Organizes care for assigned patient based upon problem-solving and identified priorities.
   b. Proactively manages priorities in patient care and follows-up on clinical problems that warrant investigation with consideration of anticipated risks.
3. Identifies and communicates patient physical and mental health care problems encountered in practice.
4. Applies relevant, current nursing practice journal articles to practice and clinical decisions.

B. Assists in determining the physical and mental health status, needs, and preferences of culturally, ethnically, and socially diverse patients
and their families based on interpretation of health-related data.

1. Uses structured assessment tool to obtain patient history.
2. Performs focused assessment to assist in identifying health status and monitoring change in patient.
3. Reports and documents focused patient assessment data.
4. Identifies predictable and multiple health needs of patient and recognizes signs of decompensation.
5. Shares observations that assist members of the health care team in meeting patient needs.
7. Differentiates abnormal from normal health data of patients.
8. Recognizes healthcare outcomes and reports patient status.
9. Recognizes that economic and family processes affect the health of the patient.

C. Reports data to assist in the identification of problems and formulation of goals/outcomes and patient-centered plans of care in collaboration with patients, their families, and the interdisciplinary health care team.

1. Integrates concepts from basic sciences and humanities to deliver safe and compassionate care in delivery of patient care.
2. Identifies short-term goals and outcomes, selects interventions considering cultural aspects, and establishes priorities for care in collaboration with patients, their families, and the interdisciplinary team.
3. Participates in the development and modification of the nursing plan of care across the lifespan, including end-of-life care.
4. Contributes to the plan of care by collaborating with interdisciplinary team members.
5. Assists in the discharge planning of selected patients.

7. Demonstrates basic knowledge of disease prevention and health promotion in delivery of care to patients and their families.

D. Provides safe, compassionate, basic nursing care to assigned patients with predictable health care needs through a supervised, directed scope of practice.

1. Assumes accountability and responsibility for nursing care through a directed scope of practice under the supervision of the instructor or licensed nurse using standards of care and professional values.
2. a. Identifies priorities and makes judgments concerning basic needs of one patient with predictable health care needs in order to organize care.
   c. Recognizes changes in patient status.
   d. Communicates changes in patient status to other providers.
3. a. Implements plans of care for one patient.
   b. collaborates with others to ensure that healthcare needs are met.
4. Participates in management activities.

E. Implements aspects of the plan of care within legal, ethical, and regulatory parameters and in consideration of patient factors.

1. Implements individualized plan of care to assist patient to meet basic physical and psychosocial needs.
2. Implements nursing interventions to promote health, rehabilitation, and implements nursing care for clients with chronic physical and mental health problems and disabilities.
3. Initiates interventions in rapidly-changing and emergency patient situations.
4. Communicates accurately and completely responses of patients to treatments and procedures to other health care professionals clearly and in a timely manner.
5. Fosters coping mechanisms of patients and their families during alterations in health status and end of life.
6. a. assists interdisciplinary health care team members with examinations and procedures.
   b. Seeks clarification as needed.
7. a. Informs patient of Patient Bill of Rights.
8. Communicates ethical and legal concerns through established channels of communication.
9. Uses basic therapeutic communication skills when interacting with patients, their families, and other professionals.
11. Facilitates maintenance of patient confidentiality.
12. a. Demonstrates accountability by providing nursing interventions safely and effectively using a directed scope of practice.
    b. Provides nursing interventions safely and effectively using established evidence-based practice guidelines.
13. Provides direct patient care in disease prevention and health promotion and/or restoration.

F. Identifies and reports alterations in patient responses to therapeutic interventions in comparison to expected outcomes.

1. Reports changes in assessment data.
2. Uses standard references to compare expected and achieved outcomes of nursing care.
5. Reports and documents patient's responses to nursing interventions.

G. Implements teaching plans for patients and their families with common health problems and well-defined health learning needs.

1. Identifies health-related learning needs of patients and their families.
2. Contributes to the development of an individualized teaching plan.
3. Implements aspects of an established teaching plan for patients and families.

H. Assists in the coordination of human, information, and materiel resources in providing care for assigned patients and their families.

2. Reports unsafe patient care environment and equipment.
3. Implements established cost containment measures in direct patient care.
6. Assists with maintenance of standards of care.

Graduate Outcome: Patient Safety Advocate: promotes safety in the patient and family environment by: following scope and standards of nursing practice; practicing within the parameters of individual knowledge, skills, and abilities; identifying and reporting actual and potential unsafe practices; and implementing measures to prevent harm. ELA: 3

A. Demonstrates 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.

2. Practices according to Texas Nursing Practice Act and Texas Board of Nursing rules and SPC policies.
3. Seeks assistance if practice requires behaviors or judgments outside of individual knowledge and expertise.
4. Uses standards of nursing practice to provide and evaluate patient care.
5. Recognizes and reports unsafe practices and contributes to quality improvement processes.

B. Implements measures to promote quality and a safe environment for patients, self, and others.
1. Promotes a safe, effective care environment conducive to the optimal health and dignity of the patients and their families.
2. Accurately identifies patients.
3. a. Safely performs preventive and therapeutic procedures and nursing measures including safe patient handling.
4. Clarifies any order or treatment regimen believed to be inaccurate, non-efficacious, contraindicated, or otherwise harmful to the patient.
5. Documents and reports reactions and untoward effects to medications, treatments, and procedures and clearly and accurately communicates the same to other health care professionals.
6. Reports environmental and systems incidents and issues that affect safety.
7. Uses evidence-based information to contribute to development of interdisciplinary policies and procedures related to a safe environment including safe disposal of medications and hazardous materials.
8. Implements measures to prevent risk of patient harm resulting from errors and preventable occurrences.

C. Assists in the formulation of goals and outcomes to reduce patient risks.

2. a. Implements measures to prevent exposure to infectious pathogens and communicable conditions.
b. Anticipates risk for the patient.
3. Implements established policies related to disease prevention and control.

D. Obtains instruction, supervision, or training as needed when implementing nursing procedures or practices.

1. Evaluates individual scope of practice and competency related to assigned task.
2. Seeks orientation/training for competency when encountering unfamiliar patient care situations.

E. Complies with mandatory reporting requirements of the Texas Nursing Practice Act.

1. Reports unsafe practices of healthcare providers using appropriate channels of communication.
3. Reports safety incidents and issues through the appropriate channels.

* F. Accepts and makes assignments that take into consideration patient safety and organizational policy.

1. Accepts only those assignments that fall within individual scope of practice based on experience and educational preparation.

Graduate Outcome: Member of the Health Care Team: provides patient-centered care by collaborating, coordinating, and/or facilitating comprehensive care with an interdisciplinary/multidisciplinary health care team to determine and implement best practices for the patients and their families. ELA: 2 - 3

A. Communicates and collaborates with patients, their families, and the interdisciplinary health care team to assist in the planning, delivery and coordination of patient-centered care to assigned patients.

1. Involes patients and their families with other interdisciplinary health care team members in patient care across the lifespan.

2. Cooperates and communicates to assist in planning and delivering interdisciplinary health care.

B. Participates as an advocate in activities that focus on improving the health care of patients and their families.

1. Respects the privacy and dignity of the patient.
2. Identifies unmet health needs of patients.
3. Acts as an advocate for patient's basic needs, including following established procedures for reporting and solving institutional care problems and chain of command.

C. Participates in the identification of patient needs for referral to resources that facilitate continuity of care, and ensure confidentiality.

1. a. Identifies support systems of patients and their families.
2. a. Communicates patient needs to the family and members of the health care team.
   b. Maintains confidentiality according to HIPAA guidelines.
   c. Promotes system-wide verbal, written, and electronic confidentiality.

D. Communicates and collaborates in a timely manner with members of the interdisciplinary health care team to promote and maintain optimal health status of patients and their families.

1. a. Communicates changes in patient status and/or negative outcomes in patient responses to care with members of the interdisciplinary health care team.
   b. Follows legal guidelines in communicating changes in patient status, including chain of command and Texas Nursing Practice Act.
3. Contributes to positive professional working relationships.
   a. Turns in required clinical documentation on appropriate due dates.
5. Recognizes and manages conflict through the chain of command.
6. a. Identifies and reports need for nursing or interdisciplinary team meetings.
   b. Participates in interdisciplinary team meetings.

E. Communicates patient data using technology to support decision making to improve patient care.

1. a. Identifies, collects, processes, and manages data in the delivery of patient care and in support of nursing practice and education.
   b. Uses recognized, credible sources of information, including internet sites.
   c. Accesses, reviews, and uses electronic data to support decision making.
2. a. Applies knowledge of facility regulations when accessing client records.

REVIEWED / REVISED:	AUG 1999	AUG 2005	AUG 2011	JAN 2017
	AUG 2000	AUG 2006	SEPT 2012	JAN 2018
	AUG 2001	AUG 2007	JAN 2013	JAN 2019
	AUG 2002	AUG 2008	JAN 2014	JAN 2020
	MAY 2003	AUG 2009	JAN 2015	JAN 2021
	AUG 2004	AUG 2010	JAN 2016	

South Plains College Plainview
Vocational Nursing Program
Clinical Weekly Evaluation – LEVEL II

Student _____ **Rotation Site _____**

Date _____ **CPR = Cue, Prompt, Reminder from faculty/staff**

Standard *= LEVEL II	MEMBER OF THE PROFESSION ELA = 2-3* "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 pt; identifies principles but still may need direction in application of principles. "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 patients initially but as complexity increases, still may focus more on task.	W	TR	F	COMMENTS
4	Research completed independently, follows facility/SPC policy, scope of practice, recognizes inappropriate orders with 0 CPR				
2-3*	Follows facility/SPC policy, scope of practice, recognizes inappropriate orders with 1-2 CPR				
1	More than 3 CPRs given, but with instructor guidance follow through demonstrated				
0	Does not or is unable to meet above criteria				
4	Immaculate compliance with dress code and appropriate supplies with 0 CPR				
2-3*	Compliant with dress code and appropriate supplies with 1-2 CPR				
1	More than 3 CPRs given, but with instructor guidance follow through demonstrated				
0	Does not or is unable to meet the above criteria				
4	Self-evaluates, seeks ways for self-improvement, evaluates pt response to care provided by health care team with 0 CPR				
2-3*	Follows instructions for self-improvement, evaluates pt response to care provided by health care team with 1-2 CPR				
1	More than 3 CPRs given, but with instructor guidance follow through demonstrated				
0	Does not or is unable to meet above criteria				
4	Provides culturally sensitive care & therapeutic communication with 0 CPR				
2-3*	Provides culturally sensitive care & therapeutic communication with 1-2 CPR				
1	More than 3 CPRs given, but with instructor guidance follow through demonstrated				
0	Does not or is unable to meet the above criteria				

4	Present and prepared to begin tour of duty on time with 0 CPR				
2-3*	Present and prepared to begin tour of duty on time with 1-2 CPR				
1	More than 3 CPRs given, but with instructor guidance follow through demonstrated				
0	Does not or is unable to meet the above criteria – absent or tardy without appropriate notification				
STANDARD *= LEVEL II	**PROVIDER OF PATIENT-CENTERED CARE** **ELA = 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 patients initially but as complexity increases, still may focus more on task.**	**W**	**TR**	**F**	**COMMENTS**
4	Acts within legal/ethical guidelines with 0 CPR				
3*	Acts within legal/ethical guidelines with 1-2 CPR				
1-2	More than 3 CPRs given, but with instructor guidance follow through demonstrated				
0	Does not or is unable to meet the above criteria				
4	Follows problem-solving approach and uses available resources for pt care with 0 CPR				
3*	Follows problem-solving approach and uses available resources for pt care with 1-2 CPR				
1-2	More than 3 CPRs given, but with instructor guidance follow through demonstrated				
0	Does not or is unable to meet the above criteria				
4	Discusses disease process/meds/labs with 0 CPR				
3*	Discusses disease process/meds/labs with 1-2 CPR				
1-2	More than 3 CPRs given, but with instructor guidance follow through demonstrated				
0	Does not or is unable to meet the above criteria				
4	Obtains complete systems assessment, VS, Hx with 0 CPR				
3*	Obtains systems assessment, VS, Hx with 1-2 CPR				
1-2	More than 3 CPRs given, but with instructor guidance for details & objectivity follow through demonstrated				
0	Does not or is unable to meet the above criteria				
4	Monitors, reports, documents changes with 0 CPR				
3*	Monitors, reports, documents changes with 1-2 CPR				
1-2	More than 3 CPRs given, but with instructor guidance follow through demonstrated				
0	Does not or is unable to meet the above criteria				
4	Organizes care for 1 pt with 0 CPR				
3*	Organizes care for 1 pt with 1-2-CPR				
1-2	More than 3 CPRs given, but with instructor guidance follow through demonstrated				
0	Does not or is unable to meet the above criteria				

4	**Recognizes priority, assists in planning care with 0 CPR**				
3*	**Recognizes priority, assists in planning care with 1-2 CPR**				
1-2	**More than 3 CPRs given, but with instructor guidance follow through demonstrated**				
0	**Does not or is unable to meet the above criteria**				
4	**Promotes basic physical & emotional care, rehab, safe interventions, infection control, & emergency measures with 0 CPR**				
3*	**Promotes basic physical & emotional care, rehab, safe interventions, infection control, & emergency measures with 1-2 CPR**				
1-2	**More than 3 CPRs given, but with instructor guidance follow through demonstrated**				
0	**Does not or is unable to meet the above criteria**				
4	**Provides pt/family edu, preventive health measures, advocacy, & cost control with 0 CPR**				
3*	**Provides pt/family edu, preventive health measures, advocacy, & cost control with 1-2 CPR**				
1-2	**More than 3 CPRs given, but with instructor guidance follow through demonstrated**				
0	**Does not or is unable to meet the above criteria**				
STANDARD *= LEVEL II	**PATIENT SAFETY ADVOCATE** **ELA = 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 patients initially but as complexity increases, still may focus more on task.**	**W**	**TR**	**F**	**COMMENTS**
4	**Provides safe, effective pt care environment with 0 CPR**				
3*	**Provides safe, effective pt care environment with 1-2 CPR**				
1-2	**More than 3 CPRs given, but with instructor guidance follow through demonstrated**				
0	**Does not or is unable to meet the above criteria**				
4	**Provides safe patient handling with 0 CPR**				
3*	**Provides safe patient handling with 1-2 CPR**				
1-2	**More than 3 CPRs given, but with instructor guidance follow through demonstrated**				
0	**Does not or is unable to meet the above criteria**				
4	**Accurately identifies patient each time with 0 CPR**				
3*	**Accurately identifies patient with 1-2 CPR**				
1-2	**More than 3 CPRs given, but with instructor guidance follow through demonstrated**				
0	**Does not or is unable to meet the above criteria**				

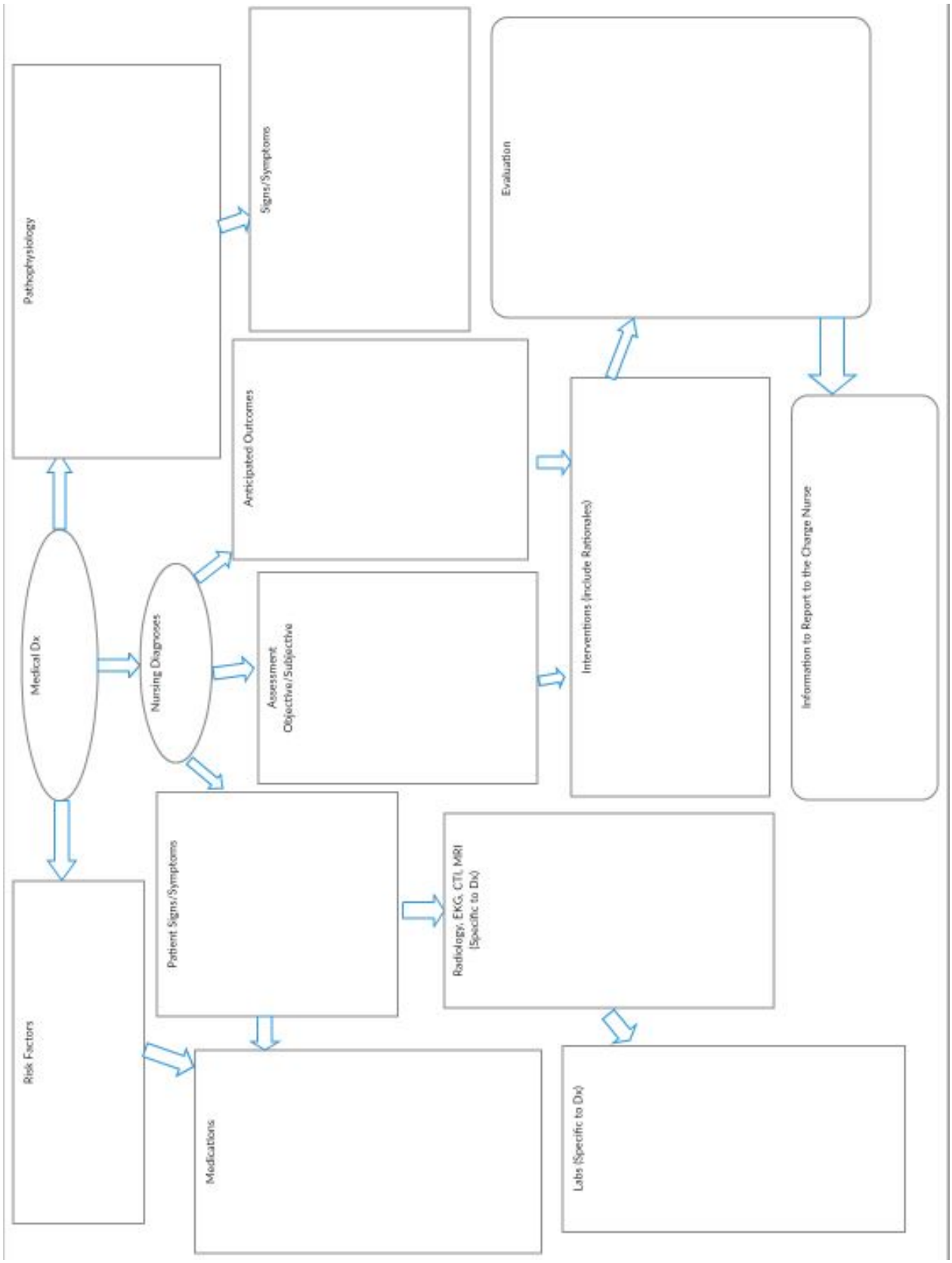
STANDARD *= LEVEL II	MEMBER OF THE HEALTH CARE TEAM ELA = 2-3* "ASSISTED" performs safely and accurately each time observed but requires frequent supportive and occasional directive cues; time management skills still developing; skill accuracy still developing; focus is primarily on task or own behavior with more attention to pt; identifies principles but still may need direction in application of principles. "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 patients initially but as complexity increases, still may focus more on task.	W	TR	F	COMMENTS
4	Recognizes, notifies of potential issues with patient privacy, HIPAA, dignity, outstanding professional relationships, work ethics with 0 CPR				
2-3*	Complies with patient privacy, HIPAA, dignity, satisfactory professional relationships, work ethics with 1-2 CPR				
1	More than 3 CPRs given, but with instructor guidance follow through demonstrated				
0	Does not or is unable to meet the above criteria				
	DAILY TOTAL				WEEKLY AVERAGE

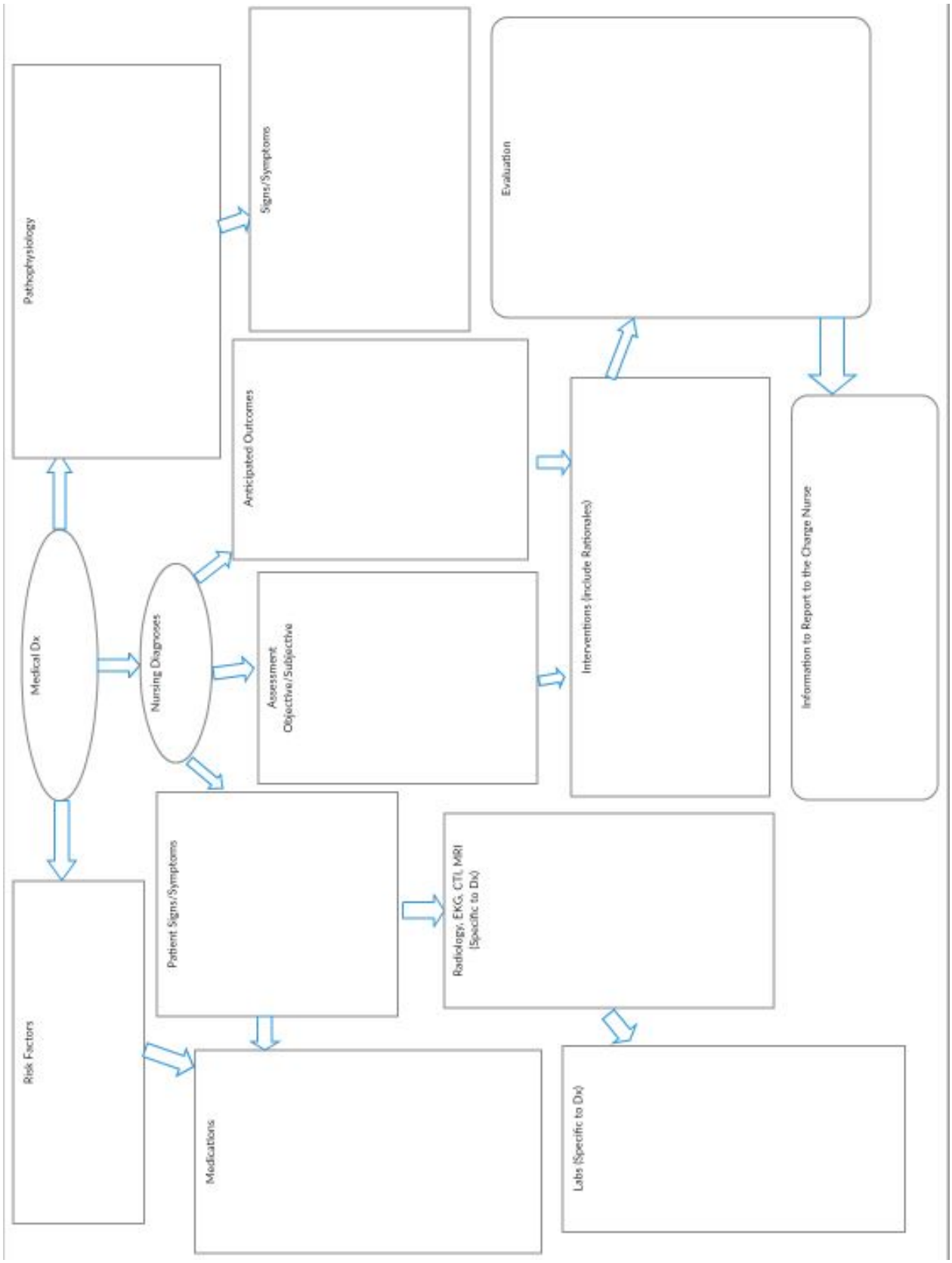
Critical elements for weekly evaluation from 2010 DECS

Student Signature: _____ **Faculty Signature: _____**

Date: _____ **Circle grade for week**

Points	Grade %
72	100
70-71	96
67-69	93 A
65-66	92
62-64	88
59-61	84 B
56-58	83
54-55	80
53	77 C*
50-52	70 D
49 & below	69 & below F


Pathophysiology
Signs/Symptoms
Evaluation
Anticipated Outcomes
Interventions (include Rationales)
Information to Report to the Charge Nurse
Medical Dx
Nursing Diagnoses
Assessment
Objective/Subjective
Risk Factors
Patient Signs/Symptoms
Radiology, EKG, CTI, MRI
(Specific to Dx)
Medications
Labs (Specific to Dx)


Pathophysiology
Signs/Symptoms
Evaluation
Anticipated Outcomes
Interventions (include Rationales)
Information to Report to the Charge Nurse
Medical Dx
Nursing Diagnoses
Assessment
Objective/Subjective
Risk Factors
Patient Signs/Symptoms
Radiology, EKG, CTI, MRI
(Specific to Dx)
Medications
Labs (Specific to Dx)

Clinical
VNSG 2661

Clinical Care Map "Labor and Delivery"

DATE: _____ STUDENT: _____

PATIENT INFORMATION:

Admission Date: _____ Physician: _____

Subjective Data:

Past Medical History:

Family History:

Psychosocial factors contributing to well-being of patient, newborn, or family situation:

Labor Progress Nurse's Notes

Clinical
VNSG 2661

Clinical Care Map "Newborn"

DATE: _____ STUDENT: _____

PATIENT INFORMATION:

Admit Date: _____

Physician: _____

Date and Time of Delivery: _____

Gestational Term of Delivery: _____

Type of Delivery and Possible Complications:

Type of Feeding: Breast Bottle

Gender: Male Female

Any Contributing Information: (Family history, serology, infectious disease, drug & alcohol)

Psychosocial factors contributing to well-being of newborn:

ASSESSMENT INFORMATION TO BE COMPLETED ON ATTACHED FORMS.

DELIVERY INFORMATION:

Mother's Blood Type _____ GBS _____

HIV (1st trimester) ____ Follow-up care: _____

One Minute:

APGAR	0	1	2
Heart Rate	Absent	Less than 100	Greater than 100
Respiratory Effort	Absent, irregular	Slow, crying	Good
Muscle Tone	Limp	Some flexion of extremities	Active Motion
Reflex Irritability (Nose Suction)	No response	Grimace	Cough or Sneeze
Color	Blue, Pale	Extremities Blue	Completely Pink

Five Minutes:

APGAR	0	1	2
Heart Rate	Absent	Less than 100	Greater than 100
Respiratory Effort	Absent, irregular	Slow, crying	Good
Muscle Tone	Limp	Some flexion of extremities	Active Motion
Reflex Irritability (Nose Suction)	No response	Grimace	Cough or Sneeze
Color	Blue, Pale	Extremities Blue	Completely Pink

Weight: _____ LBS _____OZ = _____ g

Length: _____ IN = _____ cm

Head: _____ IN = _____ cm

Chest: _____ IN = _____ cm

Abd: _____ IN = _____ cm

Vital Signs:

	TIME	TEMP	RESP	AP
ADMIT				
15 MIN				
30 MIN				
45 MIN				
1 HOUR				

BP TIME _____ R ARM _____ R LEG _____

Medications: **Time Route Site**

Erythromycin ophthalmic ung: **_____**

Aquamephyton: **_____**

Expedited HIV Draw Time _____ ___ N/A

WBG: **Time _____ Result _____**

Time _____ Result _____

Oxygen Therapy:

Date/Time **FiO_2** **SaO_2** **Comments**

_____

_____

_____

_____

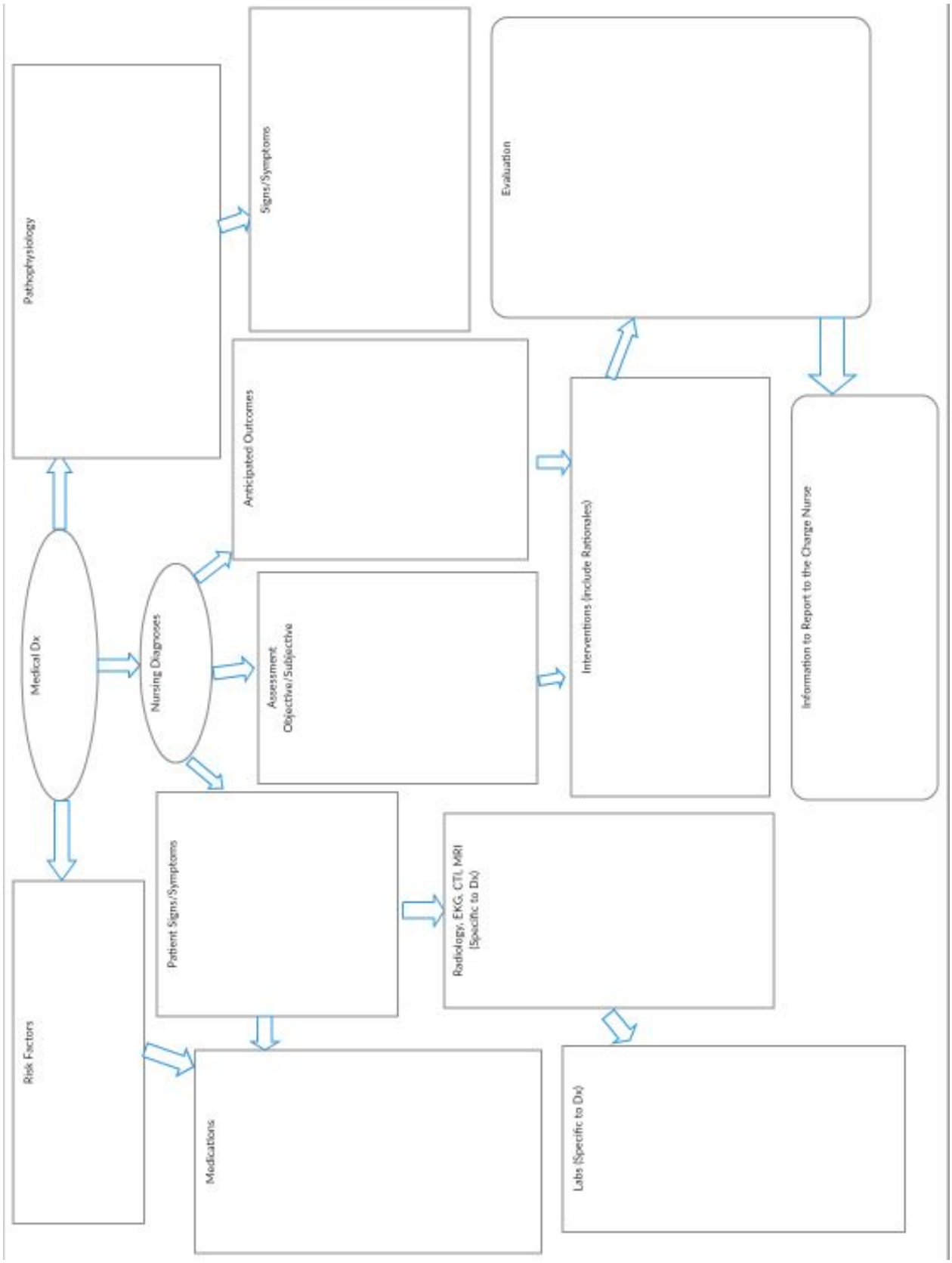
_____

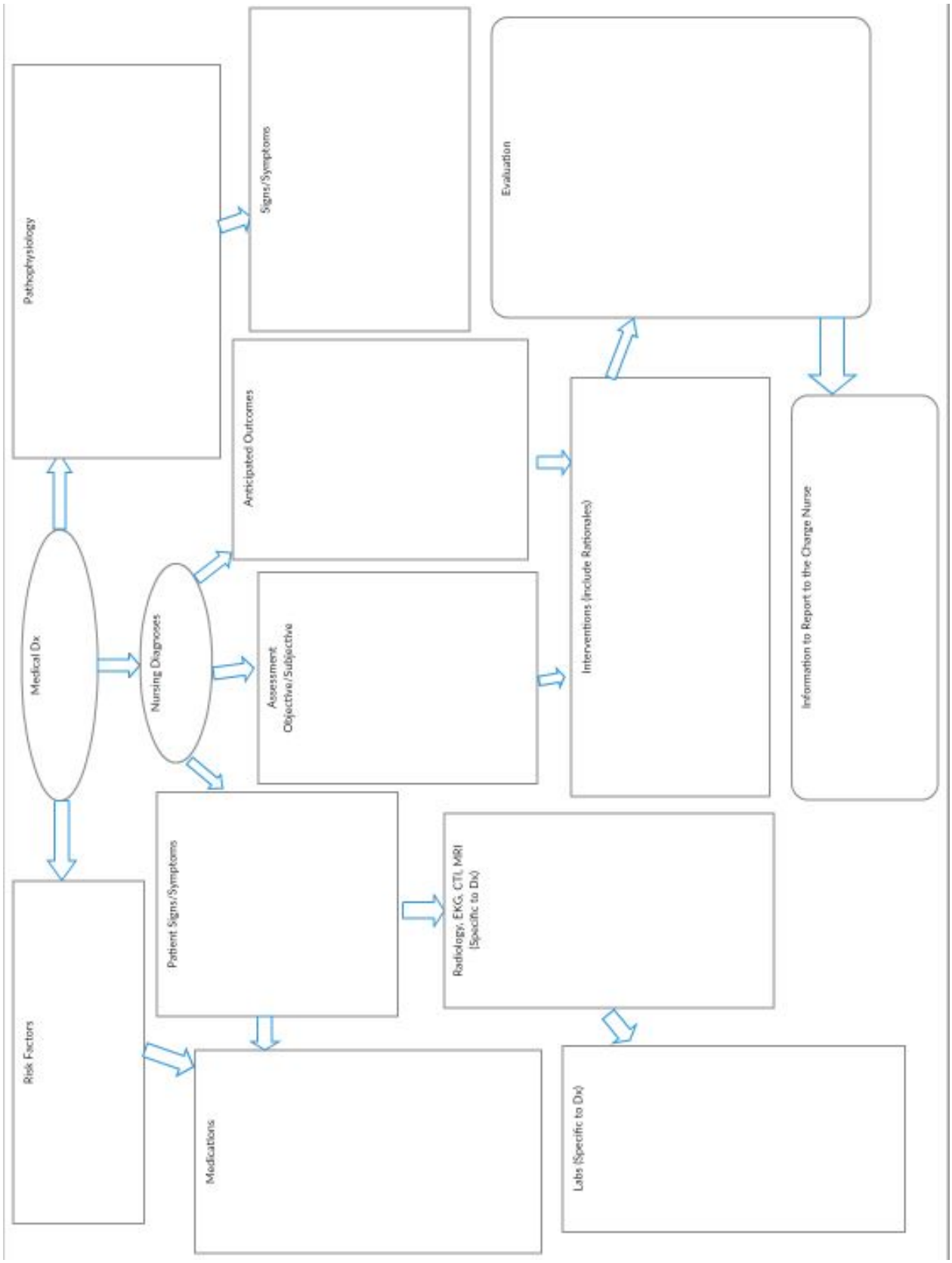
_____

Nurse's Signature

_____

Newborn Nursery Nurse's Notes


Pathophysiology
Signs/Symptoms
Evaluation
Anticipated Outcomes
Interventions (include Rationales)
Information to Report to the Charge Nurse
Medical Dx
Nursing Diagnoses
Assessment
Objective/Subjective
Risk Factors
Patient Signs/Symptoms
Radiology, EKG, CTI, MRI
(Specific to Dx)
Medications
Labs (Specific to Dx)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(Specific to Dx)
Medications
Labs (Specific to Dx)

Clinical
VNSG 2661

Clinical Care Map "Post-Partum"

DATE: _____ **STUDENT: _____**

PATIENT INFORMATION:

Subjective Data:

Past Medical History:

Past Obstetric History:

Family History:

Psychosocial factors contributing to well-being of patient, newborn, or family situation:

GO TO POST-PARTUM FLOW RECORD – ALL ASSESSMENT INFORMATION IS CONTAINED IN THIS FORM.

POST-PARTUM FLOW RECORD

***Maternal Data*:**

G ___ T ___ Pt ___ A ___ L ___

Delivery Date ___/___/___ Delivery Time _____

___ Vaginal ___VBAC ___ Cesarean

Incision (type) _____

Anesthesia _____

RHIG (Rhogam) Candidate ___ Yes ___ No

Planned Discharge Date ___/ ___/ ___

OB Provider _____

Allergy / Sensitivity ___ None ___ Latex ___ Food ___ Other _____

***Newborn Data*:**

Male ___ Female ___

Condition ___ Live/Normal

___ Live / Compromised

___ Fetal / Neonatal Death

Feeding ___ Breast ___ Bottle

Adoption ___ No ___ Yes [Infant Contact ___ No ___ Yes]

Pediatric Provider _____

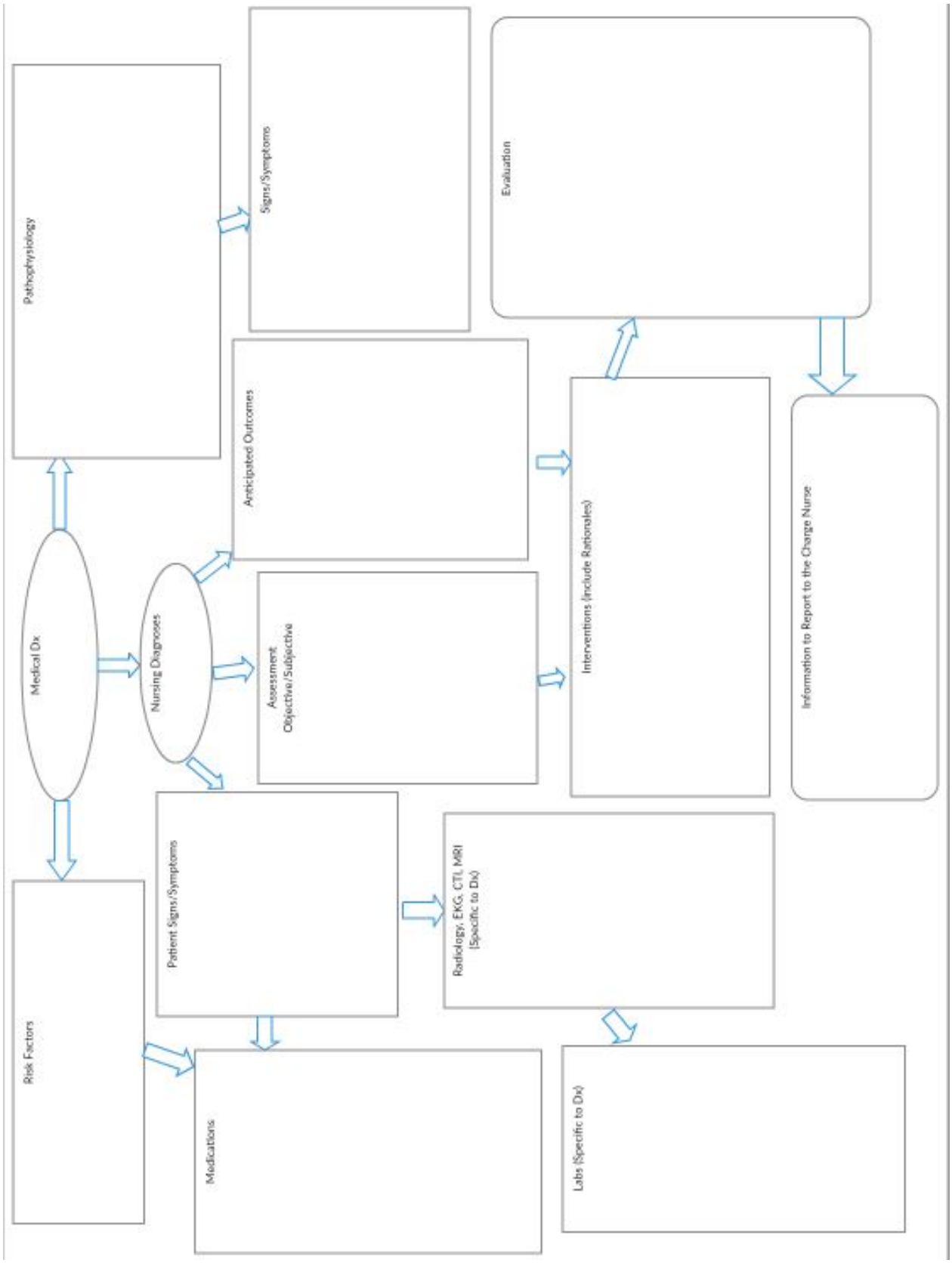
POST-PARTUM FLOW RECORD

	DAY 1	**DAY 2**
B		
U		
B		
B		
L		
E		
*****		
H		
E		

POST-PARTUM FLOW RECORD

	DAY 1	**DAY 2**
R		
E		
E		
D		
A		

Post-Partum Flow Record Nurse's Notes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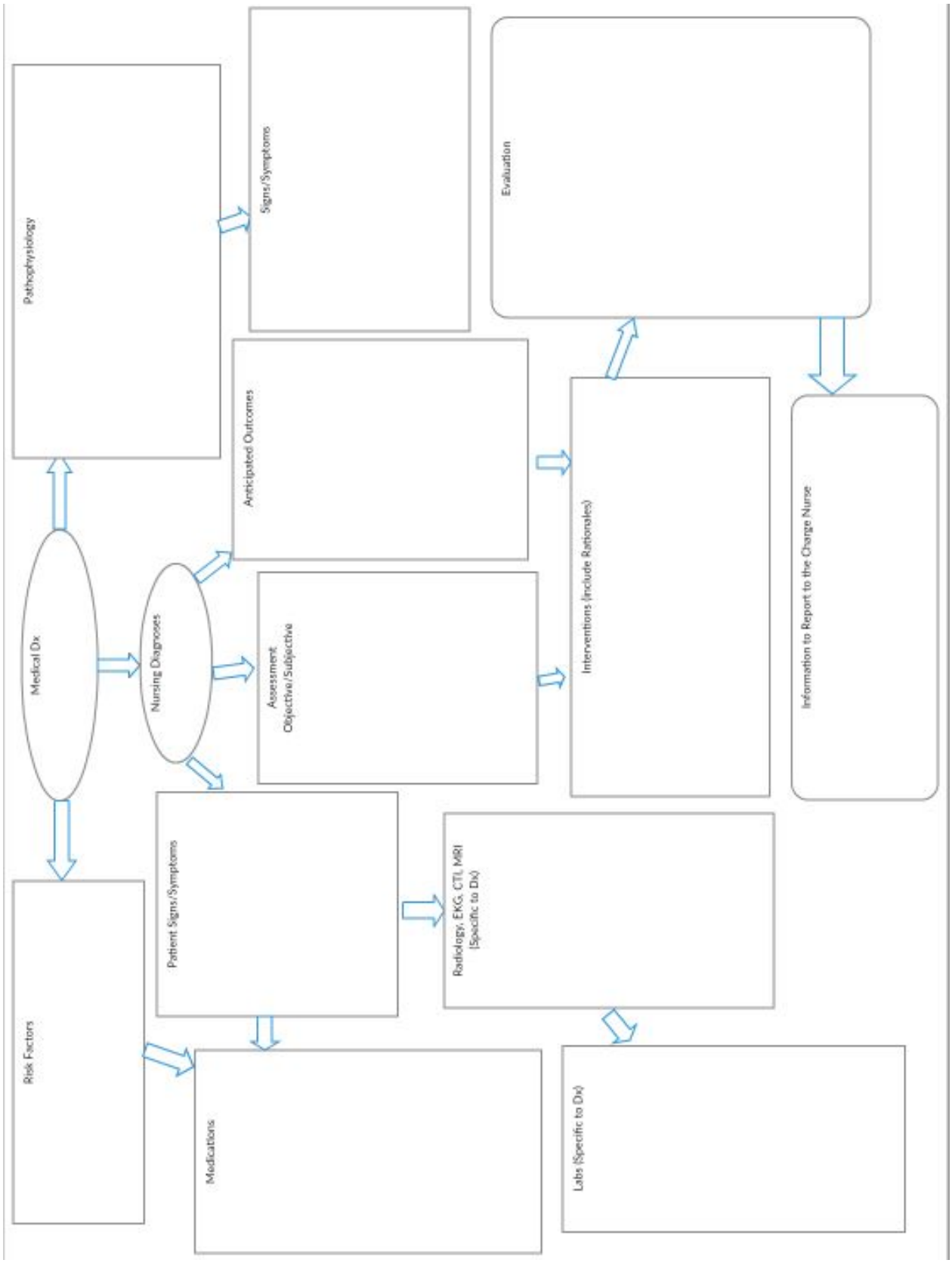
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(Specific to Dx)
Medications
Labs (Specific to Dx)

South Plains College – Plainview
Vocational Nursing
VNSG 2661
Summary Format

This format will be used for the following external clinical rotations:

#3 Physical Therapy (MMH & CHP)
#3* Radiology / Respiratory Therapy
#6 Regence Health Network, Inc
#7 Cogdell Clinic
 # 8 Inspirations Out-Patient Services

ASSIGNED LOCATION: _____ INSTRUCTOR: _____

STUDENT NAME: _____ DATE: _____

A. Objectives/DECs met on this rotation (from clinical syllabus): Share examples

B. Procedures I performed / observed on this rotation:

C. Medications/Therapeutic Products administered with supervision or observed administered in this clinical location: (those medications/therapeutic products you administered or those ordered for clients by the NP or Physician). Information should include classification, brand and generic name, dosage administered or prescribed, expected action of the drug, side effects of the drug, and client teaching accompanying the medication. Your clinical instructor may ask you this information on site – use available resources: pharm phlash cards and nurse's drug handbook and be prepared to provide information about the client situation you are involved in.

D. Situations that required me to apply "critical thinking" and "clinical reasoning":

E. Self-Assessment:

    a. Areas of learning performed well:

    b. Areas of learning which need improvement with action plan to be incorporated into practice.

South Plains College – Plainview
Vocational Nursing
VNSG 2661
Group Clinical Care Map

This format will be used for the following external clinical rotation:

 # 9 Allegiance Behavioral Unit

Date: _____ **Instructor: _____**

Students:

Client Data:

DIAGNOSIS:

SUBJECTIVE SYMPTOMS:

OBJECTIVE SYMPTOMS:

FAMILY HISTORY / SUPPORT SYSTEM:

CLIENT ASSESSMENT DATA:

1. **Activity / Sleep Pattern**
2. **Hygiene**
3. **Elimination**
4. **Food / Fluid**
5. **Affect / Behavior**
6. **Ego Integrity**
7. **Social Interaction / Speech**
8. **Safety**

MEDICAL DIAGNOSIS INFORMATION:

Research each medical diagnosis to promote an understanding of how these disease processes are evidenced in the clinical picture for your patient / client:

Need Nursing Process Boxes from Clinical Care Map X 3

South Plains College – Plainview
Vocational Nursing
VNSG 2661
Summary Format

This format will be used for the following clinical rotation:

#2 CHP – Same Day Surgery

PREOPERATIVE CARE:

1. Procedures scheduled: (ID each and research)

2. Procedures I performed: (Include all skill interventions and rationales)

3. Discuss the importance of a baseline assessment during the preoperative period:

4. How is this preoperative assessment relevant to the postoperative assessment?

5. Identify problems most common in the preoperative client.

6. What interventions were done or observed to address these issues during the time you

   were on this unit?

POSTOPERATIVE CARE:

7. What initial nursing interventions receive priority when admitting a client back to the

   SDS Unit from Surgery/PACU? Rationalize each using scientific support.

8. Identify how the functioning of each body system is assessed and monitored

   postoperatively. Be specific.

9. How did this learning experience help you to understand preoperative and

   postoperative care?

FOLLOW APA FORMAT GUIDELINES FOR ALL REFERENCES.

SCANS COMPETENCIES

C-1 ***TIME*** – Selects goals – 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 & FACILITIES*** – Acquires, stores, allocates and uses materials or space efficiently.
C-4 ***HUMAN RESOURCES*** – Assess 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 members 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 Exercise Leadership – Communicates ideas to justify position, persuades and convinces others responsibility 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 operate effectively with them.
C-16 Monitors and Corrects Performance – Distinguishes trends, predicts impacts in system operations.
C-17 Improves 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.

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 numerical concepts such as whole numbers, etc.

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

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 toward 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 accuracy, sets personal goals, monitors progress and exhibits self control.

F-17 Integrity / Honesty – Chooses ethical courses of action.

SCANS FOUNDATION AND COMPETENCY SKILLS (by course)

	Foundations; (F)	Competencies: (C)
ECON 230:	1, 2, 3, 4, 5, 8, 9, 10, 11, 12, 17	2, 15
ENGL 1301	1, 2, 5, 7, 8, 9, 11, 12, 13, 15, 16, 17	5, 6, 7, 8
1302	1, 2, 5, 7, 8, 9, 11, 12, 13, 15, 16, 17	5, 6, 7
GOVT 2301	1, 2, 10, 11, 12, 17	15
HIST 1302	1, 2, 5, 10, 11, 12, 17	15
MATH 1314	3, 4, 9, 10, 11, 12	–
PSYC 2301	1, 2, 10, 11, 12, 15, 16, 17	4, 14
READ 1314	1, 2, 5, 7, 8, 9, 10, 11, 12, 15, 17	1, 5, 6, 7, 8, 9, 10, 12, 13, 14, 15
SPCH 1321	2, 4, 5, 6, 7, 8, 9, 10, 13, 14	1, 5, 6, 7, 14
SOC 1301	1, 2, 5, 8, 9, 10, 11, 12, 15, 16, 17	4, 14
PHYS 1315	1, 2, 4,10,11,12	–

Example for PSYC: Scans: Foundation Skills: 1, 2, 10, 11
Competencies: 4, 13

4.1.1 Syllabus Statements

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 (updated 6/2019)

Any students who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make and necessary arrangements. Students must present appropriate verification from the SPC Disability Service Office during the instructor's office hours. Please note that instructors are not allowed to provide classroom accommodations until appropriate verification from the SPC Disability Service Office has been provided. For more information, you may contact the Disability Services Office (located in the Health & Wellness Center) at 806-716-2529 or visit http://www.southplainscollege.edu/health/disabilityservices.php.

4.1.1.4 Title IX Pregnancy Accommodations Statement (updated 6/2019)

If you are pregnant, or have given birth been within six months, under Title IX you have a right to reasonable accommodations to help continue your education. Students who wish to request accommodations must contact the Health and Wellness Center at 806-716-2529 to initiate the process.

4.1.1.5 OPTIONAL STATEMENT - Campus Concealed Carry Statement

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 https://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.

Face Covering Course Syllabus Statement – Rev. 1/4/2021

The following statement will be placed in all Face-to-Face and Flex-Course syllabi:
It is the policy of South Plains College for the Spring 2021 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. Students who believe they have been exposed or may be COVID-19 positive, must contact Health Services, DeEtte Edens, BSN, RN at (806) 716-2376 or dedens@southplainscollege.edu.

Plagiarism Declaration
Department of Nursing
South Plains College
(VNSG 2661.501)

By signing this plagiarism declaration I acknowledge that I have received a copy of the honesty policy and been made aware that the penalty for plagiarism is dismissal from the program.

Examples of student plagiarism[1]

- Copying material without quotes, in-text citations, and/or referencing
- Paraphrasing content without in-text citation and/or referencing
- Copying ideas, words, answers, exams, or shared work from others when individual work is required
- Using another's paper in whole or in part
- Allowing another student to use one's work
- Claiming someone else's work is one's own
- Resubmitting one's own coursework, when original work is required (self-plagiarism)
- Falsifying references or bibliographies
- Getting help from another person without faculty knowledge or approval
- Purchasing, borrowing, or selling content with the intent of meeting an academic requirement for oneself or others

_____
Printed Name

_____
Signature

_____
Date

1. Smith, L. Conquering plagiarism in nursing education. *Nursing 2016*. 2016; 46(7):17-19.