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 2022

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

INSTRUCTOR: Suzanne Griffin, ADN, RN, Program Coordinator & Asst. Professor
                            Tina Lopez-Wilsey, MSN, RN, Instructor of Vocational Nursing
                            Heather Hernandez, RN, Associate Faculty & Clinical Instructor

OFFICE LOCATION: Plainview Center – 104F
PHONE / E-MAIL   (806)296-9611 X4405   sgriffin@southplainscollege.edu

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 placement, supervision, instruction, and evaluation, is the responsibility of the college faculty. Clinical experiences are unpaid external learning experiences. Courses may be repeated if topics and learning outcomes vary.
Virtual Simulations (vSims) will also be utilized to enhance the student's ability to critically think and provide safe and competent care.

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 Level II Clinical Objectives

VERIFICATION OF WORKPLACE COMPETENCIES:

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

TEXTBOOKS:

All Vocational Nursing Program Textbooks and References.
Outside resources may be utilized, yet must be appropriate to the nursing profession and current (within 5 years).

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 / 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. When student does not call in before 6:30 AM, assignments will be relinquished and the student will be counted absent.

Tardies in the clinical area will not be tolerated. A student is considered tardy if he/she does not report for duty at the scheduled time for that clinical area. A student who accumulates (2) tardies in the clinical component will be counseled by the Program Coordinator. Three (3) tardies in the clinical aspect of the program will be grounds for disciplinary action. **If a student is absent any portion of a clinical shift, this will be considered as one absence. If a student must leave the clinical site for any reason, he/she should report to the instructor assigned to the affiliate, _and_ to the person in charge so that patient responsibilities or duties may be reassigned.

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.

COURSE REQUIREMENTS:

Student must meet all Level II Clinical Objectives/Competencies by the completion of this course.

GRADING:

Weekly Clinical Evaluations and vSim Assignments… 90%
Post Conference Activities and Skills …………………10%

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

SCHEDULE OF CLINICAL EXPERIENCES:

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

1 / 19 – 21 / 2022	Campus: Clinical Orientation & Affiliate Presentations and Skill Practice
1 / 26 – 28 / 2022	CHP, Regence Health Network vSim Assignment
2 / 2 – 4 / 2022	CHP, Regence Health Network vSim Assignment
2 / 9 – 11 / 2022	CHP, Regence Health Network vSim Assignment
2 / 16 – 18 / 2022	CHP, Freedom Plainview vSim Assignment
2 / 23 – 25 / 2022	CHP, Freedom Plainview vSim Assignment
3 / 2 & 3 / 2022	CCE Reese Medication Administration (PO, SC, IM)
3 / 4 / 2022	Plainview Campus Skills Review & Post Conference Activities
3 / 9 – 11 / 2022	MMH, MMH PT, Cogdell Clinic vSim Assignment
3 / 14 – 18 / 2022	**SPRING BREAK**
3 / 23 – 25 / 2022	MMH, MMH PT, Cogdell Clinic vSim Assignment
3 / 30 & 31 / 2022	CCE Reese Critical Skills and Focused Assessments
4 / 1 / 2022	Plainview Campus Skills Review & Post Conference Activities

4 / 6 – 8 / 2022	MMH, MMH PT, Cogdell Clinic vSim Assignment
4 / 13 – 15 / 2022	CHP, Regence Health Network, Freedom Plainview vSim Assignment
4 / 20 – 22 / 2022	CHP, Regence Health Network vSim Assignment
4 / 27 & 28 / 2022	CCE Reese IV Therapy and IVPB Administration
4 / 29 / 2022	Plainview Campus Skills Review & Post Conference Activities
5 / 4 – 6 / 2022	CHP (AM) Plainview Campus (PM) IV Therapy Skill Performance
5 / 12 / 2022	Final Clinical Evaluation

LEVEL II - CLINICAL PRACTICUM: 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

I.   Graduate Outcome: Member of the Profession

A licensed nurse (LVN or RN) who 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 contribution to society; and values self-assessment, self-care, and the need for lifelong learning. ELA: 2-3

A. Functions within the nurse's legal scope of practice and in accordance with regulation and the policies and procedures of the employing health care institution or practice setting.

1. Function within a directed scope of practice of the vocational nurse with appropriate supervision.

2. Assist in determination of predictable health care needs of patients to provide individualized, goal-directed nursing care.

3. a. Practice according to facility policies and procedures and provide input in the development of facility policies and procedures.

   b. Question orders, policies, and procedures that may not be in the patient's best interest.

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

1. Practice according to the Texas laws and regulations.

2. a. Provide nursing care within the parameters of vocational nursing knowledge, scope of practice, education, experience, and ethical/ legal standards of care.

   b. Participate in evaluation of care administered by the interdisciplinary health care team.

3. a. Practice nursing in a caring, nonjudgmental, nondiscriminatory manner.

b. Provide culturally sensitive health care to patients and their families.

c. Provide holistic care that addresses the needs of diverse individuals across the lifespan.

4

a. Use performance and self-evaluation processes to improve individual nursing practice and professional growth.

b. Evaluate the learning needs of self, peers, and others and intervene to assure quality of care.

5. a. Assume accountability for individual nursing practice.

b. Follow established evidence-based clinical practice guidelines.

6. a. Follow established policies and procedures.

b. Question orders, policies, and procedures that may not be in the patient's best interest.

c. Use nursing judgment to anticipate and prevent patient harm, including implementing Nursing Peer Review.

7. Demonstrate professional characteristics that display a commitment to nursing care and to recognizing and meeting patient needs.

8. Use communication techniques to maintain professional boundaries in the nurse/patient relationship.

9. Uphold professional behavior in nursing comportment and in following organizational standards and policies.

10. Implement principles of quality improvement in collaboration with the health care team.

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

1. Identify historical evolution of nursing practice and issues affecting the development and practice of vocational nursing.

2. Work collegially with members of the interdisciplinary health care team.

3. Participate in activities individually or in groups through organizations that promote a positive image of the vocational nursing role.

4. Recognize roles of vocational nursing organizations, regulatory agencies, and organizational committees.

5. Practice within the vocational nursing role and Scope of Practice.

6. Serve as a positive role model for students, peers, and members of the interdisciplinary health care team.

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

1. Participate in educational activities to maintain/ improve competency, knowledge, and skills.

2. ** Participate in nursing continuing competency activities to maintain licensure.*

3. Use self-evaluation, reflection, peer evaluation, and feedback to modify and improve practice.

4. Demonstrate accountability to reassess and establish new competency when changing practice areas.

5. Demonstrate commitment to the value of lifelong learning.

6. Engage in self-care practices that promote work-life balance.

II. **Graduate Outcome: Provider of Patient-Centered Care:**

A licensed nurse (LVN or RN) who, based on educational preparation and scope of practice, 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. The nurse incorporates professional values and ethical principles into nursing practice. The patients for LVNs and for Diploma and ADN educated RNs include individual patients and their families; the BSN-educated RN is also prepared to provide care to populations and communities. ELA: 3

A. Use clinical reasoning and knowledge based on the vocational nursing program of study and established evidence-based practice as the basis for decision-making in nursing practice.

1. Use problem-solving approach and nursing knowledge to make decisions regarding care of assigned patients.

2. a. Organize care for assigned patients based upon problem-solving and Identified priorities.
   b. Proactively manage priorities in patient care and follow-up on clinical problems that warrant investigation with consideration of anticipated risks.

      c. Recognize potential care needs of vulnerable patients.

    3.   Identify and communicate patient physical and mental health care problems encountered in practice.

    4   Apply relevant, current nursing practice journal articles to practice and clinical decisions.

B. Assist in determining the physical and mental health status, needs, and preferences influenced by culture, spirituality, ethnicity, identity, and social diversity of patients and their families, and in interpreting health-related data based on knowledge from the vocational nursing program of study.

    1.   Use structured assessment tool to obtain patient history.

    2.   Perform focused assessment to assist in identifying health status and monitoring change in patients.

    3.   Report and document focused patient assessment data.

    4.   Identify predictable and multiple health needs of patients and recognize signs of decompensation.

    5.   Share observations that assist members of the health care team in meeting patient needs.

    6.   Assist with health screening.

    7.   Differentiate abnormal from normal health data of patients.

    8.   Recognize healthcare outcomes and report patient status.

    9.   a. Recognize that economic and family processes affect the health of patients.
        b. Identify health risks related to social determinants of health.

    10. N/A

C. Report 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.   Integrate concepts from basic sciences and humanities to deliver safe and compassionate care in delivery of patient care.

    2.   Identify short-term goals and outcomes, select interventions considering cultural aspects, and establish priorities for care in collaboration with patients, their families, and the interdisciplinary team.

    3.   Participate in the development and modification of the nursing plan of care across the lifespan, including end-of-life care.

4. Contribute to the plan of care by collaborating with interdisciplinary team members.

5. Assist in the discharge planning of selected patients.

6. Demonstrate fiscal accountability in providing patient care.

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

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

1. Assume accountability and responsibility for nursing care through a directed scope of practice under the supervision of a registered nurse, advanced practice registered nurse, physician assistant, physician, podiatrist, or dentist using standards of care and aspects of professional character.

2. a. Identify priorities and make judgments concerning basic needs of multiple patients with predictable health care needs in order to organize care.

   b. Manage multiple responsibilities.

   c. Recognize changes in patient status.

   d. Communicate changes in patient status to other providers.

3. a. Implement plans of care for multiple patients.

   b. Collaborate with others to ensure that healthcare needs are met.

4. Participate in management activities.

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

1. Implement individualized plan of care to assist patient to meet basic physical and psychosocial needs.

2. Implement nursing interventions to promote health, rehabilitation, and implement nursing care for clients with chronic physical and mental health problems and disabilities.

3. Initiate interventions in rapidly-changing and emergency patient situations.

4. Communicate accurately and completely and document responses of patients to prescription and nonprescription medications, treatments, and procedures to other health care professionals clearly and in a timely manner.

5. Foster coping mechanisms of patients and their families during alterations in health status and end of life.

6. a. Assist interdisciplinary health care team members with examinations and procedures.

   b. Seek clarification as needed.

   c. Provide accurate and pertinent communication when transferring patient care to another provider.

7. a. Inform patient of Patient Bill of Rights.

   b. Encourage active engagement of patients and their families in care.

8. Communicate ethical and legal concerns through established channels of communication.

10. Use basic therapeutic communication skills when interacting with patients, their families, and other professionals.

11. Apply current technology and informatics to enhance direct patient care while maintaining patient confidentiality and promoting safety.

12. Facilitate maintenance of patient confidentiality.

13. a. Demonstrate accountability by providing nursing interventions safely and effectively using a directed scope of practice.

    b. Provide nursing interventions safely and effectively using established evidence-based practice guidelines.

14. Provide direct patient care in disease prevention and health promotion and/or restoration.

F. **Identify and report alterations in patient responses to therapeutic interventions in comparison to expected outcomes.**

1. Report changes in assessment data.

2. Use standard references to compare expected and achieved outcomes of nursing care.

3. Communicate reasons for deviations from plan of care to supervisory health care team member.

4. Assist in modifying plan of care.

5. Report and document patient's responses to nursing interventions.

6. Assist in evaluating patient care delivery based on expected outcomes in plan of care and participate in revision of plan of care.

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

1. Identify health-related learning needs of patients and their families.

2. Contribute to the development of an individualized teaching plan.

3. Implement aspects of an established teaching plan for patients and their families.

4. Assist in evaluation of learning outcomes using structured evaluation tools.

5. Teach health promotion and maintenance and self-care to individuals from a designated teaching plan.

6. Provide the patient with the information needed to make choices regarding health.

7. Provide patients and families with basic sources of health information.

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

1. Participate in implementing changes that lead to improvement in the work setting.

2. a. Report unsafe patient care environment and equipment.
   b. Report threatening or violent behavior in the workplace.

3. Implement established cost containment measures in direct patient care.

4. Assign patient care activities taking patient safety into consideration according to Texas Board of Nursing rules (217.11).

5. Use management skills to assign to licensed and unlicensed personnel.

6. Assist with maintenance of standards of care.

III.   **Graduate Outcome: Patient Safety Advocate:**

A licensed nurse (LVN or RN) who 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. The BSN-educated RN is also prepared to be a patient safety advocate for populations and communities. ELA: 3

A. **Demonstrate knowledge of the Texas Nursing Practice Act and the Texas Board of Nursing Rules that emphasize safety, as well as all federal, state, and local government and accreditation organization safety requirements and standards.**

1. Attain and maintain nursing licensure.

2. Practice according to Texas Nursing Practice Act and Texas Board of Nursing rules.

3. Seek assistance if practice requires behaviors or judgments outside of individual knowledge and expertise.

4. Use standards of nursing practice to provide and evaluate patient care.

5. Recognize and report unsafe practices and contribute to quality improvement processes.

6. Participate in nursing peer review.

B. **Implement measures to promote quality and a safe environment for patients, self, and others.**

1. Promote a safe, effective, caring environment conducive to the optimal health, safety, and dignity of the patients, their families, the health care team, and others consistent with the principles of just culture.

2. Accurately identify patients.

3. a. Safely perform preventive and therapeutic procedures and nursing measures including safe patient handling.

    b. Safely administer medications and treatments.

4. Clarify any order or treatment regimen believed to be inaccurate, non-efficacious, contraindicated, or otherwise harmful to the patient.

5. Document and report reactions and untoward effects to medications, treatments, and procedures and clearly and accurately communicate the same to other health care professionals.

6. Report environmental and systems incidents and issues that affect quality and safety, and promote a culture of safety.

7. Use 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. Implement measures to prevent risk of patient harm resulting from errors and preventable occurrences.

9. Inform patients regarding their plans of care and encourage participation to ensure consistency and accuracy in their care.

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

1. Assist in the formulation of goals and outcomes to reduce patient risk of health care-associated infections.

2. a. Implement measures to prevent exposure to infectious pathogens and communicable conditions.

   b. Anticipate risk for the patient.

3. Implement established policies related to disease prevention and control.

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

1. Evaluate individual scope of practice and competency related to assigned task.

2. Seek orientation/ training for competency when encountering unfamiliar patient care situations.

3. Seek orientation/ training for competency when encountering new equipment and technology.

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

1. Report unsafe practices of healthcare providers using appropriate channels of communication.

2. Understand nursing peer review rules and implement when appropriate.

3. Report safety incidents and issues through the appropriate channels.

4. Implement established safety and risk management measures.

F. Accept and make assignments that take into consideration patient safety and organizational policy.

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

    2. ** When making assignments, ensure clear communication regarding other caregivers' levels of knowledge, skills, and abilities.*

    3. ** When assigning nursing care, retain accountability and supervise personnel based on Texas Board of Nursing rules according to the setting to ensure patient safety.*

IV. **Graduate Outcome: Member of the Health Care Team:**

A licensed nurse (LVN or RN) who 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. The BSN-educated RN is also prepared to become a leader of the health care team as well as to provide care to populations and communities. ELA: 2-3

A. **Communicate and collaborate in a timely manner 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. Involve patients and their families with other interdisciplinary health care team members in decisions about patient care across the lifespan.

    2. Cooperate and communicate to assist in planning and delivering interdisciplinary health care.

    3. Participate in evidence-based practice in development of patient care policy with the interdisciplinary team to promote care of patients and their families.

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

    1. Respect the privacy and dignity of the patient.

    2. Identify unmet health needs of patients.

    3. Act as an advocate for patient's basic needs, including following established procedures for reporting and solving institutional care problems and chain of command.

    4. Participate in quality improvement activities.

    5. Refer patients and their families to community resources.

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

1. a. Identify support systems of patients and their families.

    b. Identify major community resources that can assist in meeting needs.

2. a. Communicate patient needs to the family and members of the health care team.

    b. Maintain confidentiality.
    c. Promote system-wide verbal, written, and electronic confidentiality.

3. a. Advocate with other members of the interdisciplinary health care team on behalf of patients and families to procure resources for care.

    b. Assist patient to communicate needs to their support systems and to other health care professionals.

4. Identify treatment modalities and cost of health care services for patients and their families.

D. **Communicate patient data using technology to support decision-making to improve patient care.**

1. a. Identify, collect, process, and manage data in the delivery of patient care and in support of nursing practice and education.

    b. Use recognized, credible sources of information, including internet sites.

    c. Access, review, and use electronic data to support decision-making.

2. a. Apply knowledge of facility regulations when accessing client records.

    b. Protect confidentiality when using technology.

    c. Intervene to protect patient confidentiality when violations occur.

3. a. Use current technology and informatics to enhance communication, support decision-making, and promote improvement of patient care.

    b. Advocate for availability of current technology.

4. Document electronic information accurately, completely, and in a timely manner.

E. *Assign nursing activities to LVNs or unlicensed personnel based upon an analysis of patient or work place need.*

    1. ** Compare needs of patient with knowledge, skills, and abilities of assistive and licensed personnel prior to making assignments.*

    2. **a. Assign and monitor tasks of unlicensed and licensed personnel in compliance with Texas Board of Nursing rules.*

      *b. Reassess adequacy of care provided.

    3. **a. Document and/ or report responses to care or untoward effects.*

      *b. Provide feedback on competency levels of team members.

F. *Supervise nursing care provided by others for whom the nurse is responsible.*

    1. ** Provide instruction where needed to members of the health care team to promote safe care.*

    2. ** Seek direction and clarification from supervisors when questions arise to promote safe care by health care team.*

    3. **a. Oversee and monitor patient care provided by unlicensed assistive personnel and vocational licensed personnel as assigned.*

      *b. Base assignments on individual team member competencies.

    4. **Ensure timely documentation by assigned health team members.*

G. Assist health care teams during local or global health emergencies or pandemics to promote health and safety, and prevent disease.

    1. Recognize the impact and prepare to respond to an emergent global or local health issue in an assistant role.

    2. Guide patients, staff, and others in understanding the extent of the emergency and their response.

    3. Participate with the health care team to promote safety and maintain health during an emergency or pandemic.

    4. Include public health strategies in the care of individuals and communities that address resolution of a global or local crisis and promotion of health among the population.

* Advanced competencies italicized and identified by an asterisk are likely to be demonstrated by the graduate following licensure and after a period of transition into practice. Educational activities such as clinical experiences and simulation scenarios provide a foundation for future proficiencies in practice.

REVIEWED / REVISED: AUG 2021

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				

		W	TR	F	COMMENTS
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				

		W	TR	F	COMMENTS
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 2021 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

Medical Dx

Nursing Diagnoses

Anticipated Outcomes

Assessment
Objective/Subjective

Interventions (Include Rationales)

Information to Report to the Charge Nurse

Risk Factors

Patient Signs/Symptoms

Radiology, EKG, CTI, MRI
(Specific to Dx)

Medications

Labs (Specific to Dx)

Concept Map Format Used for Clinical Rotations # 1, # 6, & # 7 Three for each rotation

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

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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**

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Nurse's Signature

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Newborn Nursery Nurse's Notes

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	DAY 3

B

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B

B

L

E

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POST-PARTUM FLOW RECORD

<u>**DAY 1**</u>   <u>**DAY 2**</u>   <u>**DAY 3**</u>

R

E

E

D

A

<u>**Post-Partum Flow Record Nurse's Notes**</u>

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South Plains College – Plainview

Vocational Nursing
VNSG 2661
Guided Summary Format

This format will be used for the following clinical rotations:

#3 and #8 Physical Therapy (CHP & MMH)
#4 and #5 CHP Radiology and Respiratory Therapy
#9 and #10 Cogdell Clinic and Regence Health Network

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 Care Map

This format will be used for the following clinical rotation:

#11 Freedom Plainview

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:

Include 3 Concept Care Map Forms

_____

South Plains College – Plainview
Vocational Nursing
VNSG 2661
Guided 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 <u>baseline assessment</u> during the preoperative period:

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

5. Identify problems <u>most common</u> 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 <u>priority</u> when admitting a client back to the

    SDS Unit from Surgery/PACU? Rationalize <u>each</u> 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 12, 13, 14, 15	1, 5, 6, 7, 8, 9, 10,
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:

In compliance with GA-38, SPC will not require any person to wear a face covering. However, we support anyone who chooses to wear a face covering to maintain safety as greater numbers of students, employees, and visitors come to our different campuses. This policy is subject to change.

- *Consistent with the latest CDC recommendations, we have revised our guidance for students, faculty, and staff who have a known exposure or **have tested positive**. Anyone with a known exposure should wear a mask for 10 days and should seek a COVID-19 test on day five after exposure. If you test positive or develop symptoms, you should immediately self-isolate and seek a COVID-19 test. Please immediately notify your instructor, supervisor, and DeEtte Edens, Associate Director of Health and Wellness, any time you test positive for COVID-19. Anyone who tests positive is required to self-isolate for five days. Following the five-day isolation period, if you are asymptomatic or your symptoms are resolving, you may return to work or class but should wear a mask for five additional days. If you are still symptomatic, please contact DeEtte Edens at dedens@southplainscollege.edu or 806-716-2376 prior to your return date.*

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.