

Levelland Campus

Course Syllabus

COURSE: RNSG 2460.001 Clinical Nursing Common Concepts (4:0:16)
SEMESTER: Spring 2023
CLASS DAYS: Thursday and Friday/ varies (please note: some Wednesday work may be required)
CLASS TIMES: 0630-1530
INSTRUCTORS:

Name	Email	Office	Office/Virtual Hours
Kim Schober MSN, RN, CRRN	KSchober@southplainscollege.edu	AH 112 C	Monday/ Tuesday 0800-1600 Or by Appointment
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All Faculty can be reached via EMAIL or REMIND App during business hours

"South Plains College improves each student's life."

GENERAL COURSE INFORMATION

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

CLASS SCHEDULE

Follow the class schedule in Blackboard. Schedule is subject to change as program needs.
Any changes will be announced

COURSE DESCRIPTION

A health-related work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional. Clinical experiences are unpaid external learning experiences. Emphasis is placed on the student functioning within the four roles of nursing, being accountable and responsible for appropriate nursing decisions in the provision of safe nursing care, and pursuing professional, personal, ethical, and legal growth and development. This course must be taken concurrently with RNSG 1441-Common Concepts of Adult Health.

STUDENT LEARNING OUTCOMES

At the completion of this semester, student will demonstrate progress to:

I. Member of a Profession
II. Provider of Patient Care
III. Patient Safety Advocate
IV. Member of the Health Care Team
I. Member of the Profession:
A. Function within the nurse's legal scope of practice and in accordance with the policies regulation and the policies and procedures of the employing health care institution or practice setting. I.A.1-3b
B. Assume responsibility and accountability for the quality of nursing care provided to patients and their families. I.B.1, 2.a-c, 3.a-c, 4.a,b, 5.a,c, 6.a-c, 7-9
C. Participate in activities that promote the development and practice of professional nursing. I.C.5, 6.a
D. Demonstrate responsibility for continued competence in nursing practice, and develop insight through reflection, self-analysis, self-care, and lifelong learning. I.D.1, 3, 5-6
II. Provider of Patient-Centered Care:
A. Use clinical reasoning and knowledge based on the associate degree program of study and established evidence-based practice outcomes as the basis for decision making in nursing practice. II.A.1-4
B. Determine the physical and mental health status, needs, and preferences influenced by culture, spirituality, ethnicity, identity, and social diversity of patients and their families, and the interpretation of comprehensive health assessment findings compared with evidence-based health data derived from the associate degree nursing program of study. II.B.1-9.b
C. Analyze comprehensive assessment data to identify problems, formulate goals/outcomes, and develop plans of care for patients and their families using information from evidence-based practice in collaboration with patients, their families, and the interdisciplinary health care team. II.C.1-3a., 5, 7
D. Provide safe, compassionate, comprehensive nursing care to patients and their families through a broad array of health care services. II.D.1-3c
E. Implement the plan of care for patients and their families within legal, ethical, and regulatory parameters and in consideration of disease prevention, wellness, and promotion of healthy lifestyles. II.E.1-7c, 9-13
F. Evaluate and report patient outcomes and responses to therapeutic interventions in comparison to benchmarks from evidence-based practice, and plan follow-up nursing care. II.F.1-6

G. Develop, implement, and evaluate teaching plans for patients and their families to address health promotion, maintenance, and restoration. II.G.1-7
H. Coordinate human, information, and material resources in providing care for assigned patients and their families. II.H.1, 2.a,b, 3, 6
III. Patient Safety Advocate:
A. Demonstrate knowledge of the Texas Nursing Practice Act and the Texas Board of Nursing Rules that emphasize safety, as well as all federal, state, and local government and accreditation organization safety requirements and standards. III.A.2-6
B. Implement measures to promote quality and a safe environment for patients, self, and others. III.B.1-6, 8, 9
C. Formulate goals and outcomes using evidence-based data to reduce patient risks. III.C.1-3
D. Obtain instruction, supervision, or training as needed when implementing nursing procedures or practices. III.D.1-3
E. Comply with mandatory reporting requirements of the Texas Nursing Practice Act. III.E.1-2
F. Accept and make assignments and delegate tasks that take into consideration patient safety and organizational policy. III.F.1
IV. Member of the Health Care Team:
A. Coordinate, collaborate, and communicate in a timely manner with patients, their families, and the interdisciplinary health care team to plan, deliver, and evaluate patient-centered care. IV.A.1-3
B. Serve as a health care advocate in monitoring and promoting quality and access to health care for patients and their families. IV.B.1-3.c, 5.a
C. Refer patients and their families to resources that facilitate continuity of care; health promotion, maintenance, and restoration; and ensure confidentiality. IV.C.1.a,b, 2.a-c, 3.a,b
D. Communicate and manage information using technology to support decision-making to improve patient care. IV.D.1-4
E. Assign and/or delegate nursing activities to other members of the health care team based upon an analysis of patient or work place need. IV.E.1.a,b
F. Supervise nursing care provided by others for whom the nurse is responsible by using evidence-based nursing practice. IV.F.4.b
G. Participate with health care teams during local or global health emergencies or pandemics to promote health and safety, and prevent disease. IV.G.1-4

COURSE OBJECTIVES (based on the Texas Board of Nurses Differentiated Essential Competencies (DECs) [letters and numbers are according to the DECs]

Upon satisfactory completion of RNSG 2460, the student will:

EXPECTED LEVEL OF ACHIEVEMENT: (ELA)

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 is sometimes lacking.

2. Assisted: performs safely and accurately each time observed but requires frequent supportive and occasional directive cues; time management skills still developing; skill accuracy still developing; focus is primarily on task or own behavior with more attention to client; identifies principles but still may need direction in application of principles.

3. Supervised: performs safely and accurately each time behavior is observed; requires occasional supportive and directive cues; spends reasonable time on task and appears generally relaxed and confident; applies theoretical knowledge accurately with occasional cues; focuses on clients initially but as complexity increases, may still focus more on task.

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

(ELA)

EPSLO	SEMESTER I	SEMESTER II	SEMESTER III	SEMESTER IV
Clinical Decision Making	2	3	4	4
Communication & Information Management	2	3	4	4
Leadership	1	2	3	4
Safety	1	2	3	4
Professionalism	1	2	3	4

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

The student must meet **all** satisfactory criteria for **each** course Student Learning Outcome (SLO) on the final evaluation (including the Work Ethics Evaluation) to pass RNSG 2460. Upon satisfactory completion of the course, the student will be progressing toward meeting the SPC EPSLO and the Texas BON “Differentiated Essential Competencies” (DECS). RNSG 2460 DECS reflect Diploma and Associate Degree Nursing Clinical Judgments and Behaviors as described in the SPCADNP Nursing Student Handbook. The DECS are listed by letters and numbers in the numbered role columns on the clinical evaluation tool (1=Member of the Profession; 2=Provider of Patient-Centered Care; 3=Patient Safety Advocate; and 4=Member of the Health Care Team)

CLINICAL COURSE OUTCOMES

Successful completion of this course requires a grade of “PASS” for clinical performance and a grade of “C” (77.00) or higher in the co-requisite course RNSG 1441. On the Midterm/Final Clinical Evaluation Tool, each student must achieve satisfactory ratings on course Student Learning Objectives (SLO) within the end of program student learning outcomes (EPSLO) on the final evaluation to attain the expected level of achievement (ELA) for Semester III, and to pass RNSG 2460. Upon successful completion of this course, each student will have demonstrated accomplishment of the Semester III Course Student Learning Outcomes, through a variety of modes (individual presentations, skills demonstrations, clinical performance, etc.).

In order to receive a “PASS” in RNSG 2460, the student must satisfactorily complete **ALL** of the following clinical and skills lab components:

1. Must receive a cumulative average of 77% or greater on all clinical assignments.
2. Complete all clinical assignments by the assigned date and time.
3. Turn in all Virtual Clinical / Simulation assignments by the assigned date and time.
4. Show satisfactory achievement of course Student Learning Outcomes (SLO) specified on the clinical evaluation tool. (See Clinical Evaluation Tool in Blackboard)
5. Show progression towards the End of Program Student Learning Outcomes (EPSLO) at the expected level of achievement (ELA) for Semester II of the SPC ADNP. (See Clinical Evaluation Tool in Blackboard)
6. Satisfactorily demonstrate math competency (drug dosage calculations).
7. Demonstrate clinical skills competency in the Nursing Learning and Resource Lab.
8. Demonstrate clinical skills competency in the online virtual and external learning environment (CLINICAL)
9. Demonstrate satisfactory clinical attendance as specified in RNSG 2460 Attendance Policy of this clinical course syllabus and in the SPC ADNP Nursing Student Handbook.

END OF PROGRAM STUDENT LEARNING OUTCOMES (EPSLO)

Clinical Decision Making: Provides competent nursing interventions based on application of the nursing process and demonstrates critical thinking, independent judgment and self-direction while caring for patients and families. (2=Provider of Patient-Centered Care)

Communication and Information Management: Communicates effectively utilizing technology, written documentation and verbal expression with members of the health care team, patients and families. (4= Member of the Health Care Team)

Leadership: Demonstrates knowledge of basic delegation, leadership management skills, and coordinates resources to assure optimal levels of health care for patients and families. (4=Member of the Health Care Team)

Safety: Implements appropriate interventions to promote a quality and safe environment for patients and families. (3=Patient Safety Advocate)

Professionalism: Demonstrates knowledge of professional development and incorporates evidenced-based practice in the nursing profession. Utilizes concept of caring, including moral, ethical, and legal standards with astute awareness of the spiritual, cultural and religious influences on patients and families. (1-Member of the Profession)

EVALUATION METHODS

*Refer to SPC ADNP Nursing Student Handbook

1. The math competency exam must be passed with a grade that indicates no more than 2 incorrect calculations in order to continue in RNSG 2460 and RNSG 1441.
2. Bootcamp checkoffs must be passed prior to going to hospital clinicals. Students will be given one opportunity to remediate and then correctly perform all skills. Skill practice outside of class may be required before repeating check-off.
3. Daily Clinical Evaluation Tools or Sim Rubrics will be filled out by clinical instructors by the end of each clinical day. An example of the Daily Clinical Evaluation tool and the Sim Lab Rubric is available on

Blackboard. In order to pass your clinical day, you must attain a minimum score of 77% for the day. The daily clinical evaluation tool in the hospital will be 40% of your semester grade. The Sim Lab Rubric will be 10% of your semester grade.

4. There will be assigned paperwork for each week that you are in the clinical area. The assigned paperwork will be 40% of your semester grade

5. Twice during the semester, each student must present a clinical patient in post-conference area. The student will be graded according to the rubric found in blackboard. Each presentation will be 5% of the semester grade.

6. In order to pass RNSG 2460, you must attain a minimum average score of 77% for all clinical experiences and have no more than 2 failed/absent clinical days.

*****If you fail more than 2 Daily Clinical Evaluation Tools, this will result in a failure in RNSG 2460, and you will receive an “F” in the course regardless of the average of your grades. *****

5. On the Midterm/Final Clinical Evaluation Tool, each student must achieve satisfactory ratings on course Student Learning Objectives (SLO) within each end of program student learning outcomes (EPSLO) on the final evaluation in order to attain the expected level of achievement (ELA) for Semester III, and to pass RNSG 2460. Clinical practice standards for student performance are based on the SPC End of Program Student Learning Outcomes (EPSLO) (NLN Educational Competencies for Graduates of Associate Degree Nursing Programs, 2002) For each EPSLO, a level of achievement is indicated in the table above. Students are expected to complete the semester at the level indicated, showing progress and increasing competency throughout the semester. Student performance standards/levels are defined as follows (adapted from Krichbaum et al., 1994)

GRADING POLICY

Sim Lab	X2 per week x 3 weeks	10%
Daily Clinical Evaluation Tools	X2 per week x 10 weeks	40%
Weekly Paperwork grade	X1 per week x 10 weeks	40%
Post Clinical presentation	X2 per semester	5% first presentation, 5% second presentation
Boot Camp		Pass/Fail - Failure to pass Bootcamp skills will be a dismissal from the course.
Math Test		Pass/Fail - Failure from math course will be a dismissal from the course.

Automatic Daily Fails:

You are expected to demonstrate continuous growth and improvement from week to week.

The student may be verbally challenged on a topic the instructor feels is pertinent to the patient's care during the clinical day. This challenge will be consistent with the student's expected level of knowledge and learning. The student will be graded accordingly on the daily clinical evaluation tools

with points deducted as per the instructor's judgement. Students will be required to correct any errors from Day 1 challenge on Day 2. Students who verbalize, attempt, or demonstrate inappropriate or unsafe knowledge about a skill or condition may be given the opportunity to research the topic and self-correct. If unsuccessful, points may be deducted per the decision of the Med/Surg Team up to and including a failure for the day.

Students who fail to competently perform or verbalize knowledge of a skill learned previously in the ADN program may be failed for the day and this may be terms for failure from 2460.

Students who perform a medication error will be failed for the da

Students who perform any procedure without instructor present or permission to do so with a nurse will fail for the day.

Students who perform skills on the DO NOT DO list (see Blackboard) will failed for the day.

Students who perform a safety violation will fail for the day.

Students who fail to appropriately or safely perform a skill may be required to report to the sim lab or skills lab to remediate the failed skill prior to reporting to the next clinical rotation. This remediation will be completed outside of class and clinical time.

Leaving the clinical area/unit/floor without clinical instructor notification will result in fail for the day.

Leaving an hour early from the clinical rotation, failure to get a provider release following an illness, or failure to correct dress code violations will result in a failure for the day.

This list is not inclusive of all the reasons a student may fail for the day.

GENERAL ATTITUDE AND INSUBORDINATION

The conduct of the student reflects upon the individual, agency, school and the nursing profession as a whole. Students are required to conduct themselves in a professional, mature manner at all times. Students are required to adhere to the policies of the school and institution they are attending. Failure to comply with policies will result in disciplinary action up to and including dismissal from the program.

Students are expected to follow all directions closely and immediately, as given by instructors, preceptors, medical staff, and clinical site management. Failure to communicate, respond to or follow directions from such individuals can result in disciplinary action up to and including dismissal from the program. Any behavior viewed as unprofessional or detrimental to the reputation of the program and/or program faculty, may result disciplinary action up to and including dismissal from the program. Any concerns about the program or program faculty may be addressed with program faculty or administration through the proper chain of command. Discussion of any such concerns with clinical staff or other faculty not involved in the class will not be tolerated.

COURSE SCHEDULE

See Blackboard for semester calendar.

DRESS CODE / UNIFORM POLICY

****See SPC Uniform Policy in SPC ADN Nursing Student Handbook**

CLINICAL UNIFORMS:

1. Students will wear the designated khaki slacks or skirt and the forest green top with a khaki short sleeve T-shirt. The top will have the South Plains College monogram on the upper left and the nametag is to be worn on the upper right.
2. Uniform top must cover the buttocks.
3. The uniform skirt must meet the knee.
4. Pant hems must be above sole of shoe level.
5. Appropriate under garments are required.
6. Clinical uniforms with a nametag must be worn while on the clinical unit, when getting an assignment, or for any academic business. A plain, khaki cardigan-type jacket may be worn to keep warm.
7. All uniforms must be clean, neat, pressed and well fitting (not too tight or too loose). If the uniform is deemed too tight, the student must purchase additional uniforms that fit appropriately.
8. Shoes must be white, professional style leather shoes, no open toes, or heels. Shoes must be close toe (OSHA Regulation). Shoes and laces should be white and clean. Students are to wear white socks only.
9. In the event that the hospital dress code policy differs from the SPC policy, the student at that facility will be required to adhere to additional regulations stipulated by the hospital.
10. Any exception to this policy will be specified in the course syllabus.
11. Any occasion that the student is in the SPC nursing student uniform, the entire uniform policy must be met (i.e., hair, nails, etc.).
12. Fanny packs are not to be worn with the uniform. Identify a secure area for safe keeping of personal items. Do not leave valuables unattended.
13. Students in the Off rotation clinical sites of OR, OPS and Endoscopy provide their own hats, face shield and masks. These are necessary for clinical site dress code and must be worn.

GENERAL APPEARANCE

1. Appropriate general hygiene measures should be followed prior to clinical. These measures include bathing/showering and use of effective deodorant and antiperspirant.
2. Students must not smell of smoke, smoke or vape while in uniform.
3. Make-up is to be used in moderation. No perfumes or cologne may be worn. False eyelashes are permitted if the lashes appear natural (i.e., mid-length).

4. Hair must be pulled back and secured off the collar while in the clinical setting, the Sim Lab, or in the skills lab. Hair ornaments for containment (bands, clips, etc.) must blend with the student's hair color. The hair color must be of a natural color (brown, black, red, blonde). Males should be clean-shaven or have a neatly trimmed beard or moustache. The beard shall be no longer than ½ inch.
5. Plain wedding bands may be worn. Rings can harbor microorganisms and can tear skin. No rings with gemstones to be worn.
6. Earrings should be small (studs-1 per ear), not dangling. Pediatric and confused clients can tear off earrings. Hoop earrings can be caught by stethoscope and tear the ear lobe. Solid skin colored ear plugs allowed. **No rings or jewelry** will be worn in other conspicuous areas of the face or body (i.e., nose, lips, tongue, eyebrow, etc.). Tongue piercings must be **transparent** and not interfere with clear speech.
7. Fingernails short, neat, and clean (not visible over tip of finger from palmer view). Long unkept nails can tear skin and introduce pathogens. No artificial nails of any sort, gel polish, tips, solar/acrylic nails, inked or dipped powdered or polished nails.
8. Tattoos that are visible outside uniform must be covered while in clinical, either with makeup such as Dermablend, an adhesive bandage, or a scrub jacket (exception is tattoos on hands). Sleeves are optional (must be tan in color). Coverage, sleeves and scrub jackets may be removed during patient care.

General Clinical Guidelines:

1. Students are to report to the instructor and TPCN when leaving and upon returning to the unit.
2. Students are not to make personal telephone calls while in the clinical area.
3. The student should notify his/her family that in the case of an emergency during clinical rotations, they should call and leave a message or text (who they are and who they need to get in touch with for an emergency) to the number or numbers provided to them in the clinical course syllabus and/or on the clinical course schedule.
4. A watch with a second hand, a pair of bandage scissors, and a stethoscope are required in the clinical area. No smart watches or Fitbit allowed.
5. Eating, drinking, or chewing gum in skills lab, simulation lab and any clinical patient care areas is not acceptable. Chewing gum is unprofessional and prohibited.
6. A student is not to visit units other than the one assigned **UNLESS** it involves transfer of clients or accompanying their patient for a procedure or surgery. Permission must be obtained from the instructor. Failure to adhere to this policy will result in dismissal from the program.
7. It is the student's responsibility to follow hospital policy and procedure. Policy and procedure

information is available on every unit and must be reviewed before each procedure.

8. The student may only perform those procedures in which he/she has had classroom instruction, practiced and has been checked off in Skills Lab.
9. Students are not permitted to take a doctor's verbal order. Instruct the doctor he/she is not permitted to do so and locate a licensed nurse to take the order. Students are not permitted to give information over the telephone concerning the client's condition.
10. Upon completion of client care assignments, maximize your time by sitting and talking with (or listening to) your clients. Assist other students on the unit who need help with their clients. Do research about the assigned client or topic for the clinical objectives of the day.
11. While in the SPCADNP uniform and/or lab coat, there will be **no** consumption of alcohol. Any reports of this behavior will result in **dismissal** from the program. **REMEMBER YOU ARE REPRESENTING SOUTH PLAINS COLLEGE.**
12. Cell phones are permissible, kept on silent mode, and should not be used in patient care areas, hallways or nurse's stations. Cell phones may be used on your lunch break. **Failure to use responsibly will result in a 50% penalty for the clinical day.** Exception is iPad checked out to students by SPC ADNP. Students assume responsibility for loss or damage to their property.

The SPC Uniform Policy **must be followed** in the clinical facility areas. See the ADNP Nursing Student Handbook.

ACADEMIC INTEGRITY

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

Cheating - Dishonesty of any kind on examinations or on written assignments, illegal possession of examinations, the use of unauthorized notes during an examination, obtaining information during an examination from the textbook or from the examination paper of another student, assisting others to cheat, alteration of grade records, illegal entry or unauthorized presence in the office are examples of cheating. Complete honesty is required of the student in presenting all coursework phases. This applies to quizzes of whatever length, final examinations, daily reports, and term papers.

Plagiarism - Offering the work of another as one's own, without proper acknowledgment, is plagiarism. Any student who fails to give credit for quotations or essentially identical expression of material taken from books, encyclopedias, magazines, websites such as: blogs, journals, or articles, other referenced works, from themes, reports, and/or other writings of a fellow student, is guilty of plagiarism. If there is any suspicion of work completed by Artificial Intelligence (A.I.), the student and their work may be questioned, and if proven that A.I. was used will be considered guilty of plagiarism.

Examples of student plagiarism¹

- 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
- Violations of the honesty policy including cheating during testing, plagiarizing another's work, and falsifying records will result in dismissal from the program. See Student Handbook.

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

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

VERIFICATION OF WORKPLACE COMPETENCIES

External learning experiences (clinical) provide workplace settings in which students apply content and strategies related to program theory and management of the workflow. Successful completion of the designated Semester 3 course outcomes will allow the student to continue to advance within the program. Successful completion of RNSG 2460 meets the requirements as stated in the Differentiated Essential Competencies of Graduates of Texas Nursing Program.

BLACKBOARD

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

SPECIFIC COURSE INFORMATION

TEXT AND MATERIALS

Required Text

Hinkle, J. Lippincott Course Point+ Enhanced for Brunner & Suddath's Textbook of Medical-Surgical Nursing (15th edition). Philadelphia, PA: J. B. Lippincott

Frandsen, Course Point+ Enhanced for Abrams Drug (12th edition) Lippincott.

A, Lopez. (current). *Fundamentals for Arithmetic Nursing Workbook*. Math for Nurses Course.

Textbooks from previous semesters are used as reference guides this semester. Please continue to use these books throughout this semester.

Your choice of drug guide
Medical Dictionary of Choice

RECOMMENDED TEXTS

Macklin, D. Math for Clinical Practice (Current Edition). Elsevier

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author. ISBN: 1433832178

ADDITIONAL CLINICAL ITEMS

Students should come to clinical prepared with pens, pencils, and completed paperwork submitted as assigned.

Students are required to follow the dress code as outlined in the SPC ADNP Student Handbook. Students will be required to follow the most current face mask policy at the facility where they are assigned.

STUDENT SHOULD RETAIN A COPY OF ALL ASSIGNMENTS TURNED IN. If an assignment turns up missing the student is responsible for turning in the copy or redoing the entire assignment if a copy was not retained.

The student is expected to be available for clinical assignments and duties on **Wednesday, Thursday, and Friday** of each week (See clinical schedule in **Blackboard**).

Hospital adult Med/Surg clinical days will be on Thursdays and Fridays with assignments and preparation time scheduled Monday-Wednesdays. (See Clinical Schedule in **Blackboard**).

CLINICAL SCHEDULE - See Clinical Schedule in Blackboard

ATTENDANCE POLICY (*READ CAREFULLY)

Clinical Attendance

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

Students who enroll in a course but have "Never Attended" by the official census date, as reported by the faculty member, will be administratively dropped by the Office of Admissions and Records. A student who does not meet the attendance requirements of a class as stated in the course syllabus and does not officially

withdraw from that course by the official census date of the semester, may be administratively withdrawn from that course and receive a grade of “X” or “F” as determined by the instructor. Instructors are responsible for clearly stating their administrative drop policy in the course syllabus, and it is the student’s responsibility to be aware of that policy. It is the student’s responsibility to verify administrative drops for excessive absences through MySPC using his or her student online account. If it is determined that a student is awarded financial aid for a class or classes in which the student never attended or participated, the financial aid award will be adjusted in accordance with the classes in which the student did attend/participate, and the student will owe any balance resulting from the adjustment.

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

The SPC ADNP policy must be followed. Refer to the SPC ADNP Nursing Student Handbook to review this policy. Punctual and regular clinical attendance, as stated in the SPC handbook, is required of all students attending South Plains College. According to SPC Student Handbook, **there are no excused absences**. The course leader has the prerogative of dropping the student from the course for any absences. Readmission is not guaranteed.

Students are expected to attend all scheduled clinical days. **No more than 2 clinical days can be missed in order to remain in RNSG 2460. A student missing more than 2 clinical days will be dropped from RNSG 2460. A clinical absence will result in a zero/ fail for the day. Again, more than 2 fails/absences will result in failure of the course.**

Students are expected to attend all scheduled days of clinical experience **including post conference**. In the event of illness, **it is the student's responsibility to notify your clinical instructor**. Should the student miss one clinical day, a Contact Record will be completed. This record may indicate additional assignments required for completion. Should the student miss two days of clinical during a semester, he/she must immediately make an appointment to see the course leader. A second clinical absence will automatically result in the issuance of a Formal Learning Contract specifying the required assignment.

Clinical is a learning experience that cannot be taken for granted and absences severely compromise that experience. If you are running a fever and ill enough not to attend clinical you must notify your designated instructor by Remind App **as well as** notify the unit you are working on.

You are also required to bring a doctor’s note stating when you are able to return to clinical. If you return to clinical without a note, you will be required to go home and you will be given an absence for the day.

Any combination of any absences or fails that equal more than 2 (i.e.: 2 absences + 1 Tardy, OR 2 absences + 1 fail, OR 2 Fails + 1 Tardy) (any number of tardies may be counted in this total), the student will automatically be given a failing grade in the nursing course.

Students are expected to attend all scheduled skills/computer lab experiences. A lab absence counts as a clinical absence.

If a student arrives after **0630AM but before 0700, AM** he/she will be considered tardy in the clinical area, unless otherwise arranged. If a student arrives after **0700, AM** he/she will be counted as absent for the day. The student will be given the option of going home, but the student is encouraged to stay for the duration of the clinical day to allow for more learning experiences. If a student leaves clinicals early that may also result in a failure for the day. If a student is tardy 3 times, this will count as a clinical absence.

For scheduled school events (i.e., TNSA), you must be in good standing academically in order to attend as an excused absence. An alternative assignment may be given for any school event.

Occurrence	Consequence
1st Absence	Zero/Fail for the day.
2nd Absence	Zero/Fail for the day.
Combination of any absences or fails that equal more than 2 (i.e.: 2 absences + 1 Tardy, OR 2 absences +1 fail, OR 2 Fails + 1 Tardy) (any number of tardies/fails may be counted in this total)	Dismissal from RNSG 2460
Tardy x 3 after 0630 with or without instructor notification.	Equals one fail.
Tardy after 0700	Absence (zero/fail) for the day. May stay in the clinical setting for the learning experience.
No call/No Show	Fail for the day and may result in dismissal from the program pending the decision of the Med/Surg team.
Failure to get Doctors note after a call in for illness	Will not be able to remain in the clinical setting and it will be a fail/zero for the day.
Leaving clinical more than 1 hour early or missing post conference.	Absence (fail/zero) for the day.
Leaving the clinical less than 1 hour early without prior arrangements with the clinical instructor	Will count as a tardy.
Failure to follow dress code	Will be allowed to correct on site within 15 minutes. If not corrected, you will be instructed to leave and will receive a fail/zero for the day.
Leaving the clinical unit/floor without clinical instructor notification	Will be counted as an absence for the day.

COVID-19

If you are experiencing any of the following symptoms, please do not attend class and either seek medical attention or test for COVID-19.

- Cough, shortness of breath, difficulty breathing
- Fever or chills
- Muscles or body aches
- Vomiting or diarrhea
- New loss of taste and smell

Please also notify DeEtte Edens, BSN, RN, Associate Director of Health & Wellness, at dedens@southplainscollege.edu or 806-716-2376. Proof of a positive test is required. A home test is sufficient, but students must submit a photo of the positive result. The date of test must be written on the test result and an ID included in the photo. If tested elsewhere (clinic, pharmacy, etc.), please submit a copy of the doctor's note or email notification. Results may be emailed to DeEtte Edens, BSN, RN at dedens@southplainscollege.edu.

A student is clear to return to class without further assessment from DeEtte Edens, BSN, RN if they have completed the 5-day isolation period, symptoms have improved, and they are without fever for 24 hours without the use of fever-reducing medication.

Students must communicate with DeEtte Edens, BSN, RN prior to their return date if still symptomatic at the end of the 5-day isolation.

EMERGENCY MESSAGES

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

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

Dropping a class will be instructor initiated

If a student is not successful in RNSG 2460 the instructor will meet with the student to discuss which class(es) will be dropped and which class(es) a grade will be assigned. (RNSG 1441)

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 30) and before the census date (September 15), 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.

ASSIGNMENT POLICY

1. CLINICAL PAPERWORK will be found on Blackboard. All daily required work must be uploaded on time so it can be reviewed and determined if complete.
2. If the student fails to bring the appropriate assignments to the clinical setting, points may be deducted from the clinical evaluation tool up to and including a fail for the day.
3. Students should retain a copy of **ALL** assignments turned in. See Clinical Folder in Blackboard for specific information on specialty rotation clinical assignments and due dates.
4. Assignments and skills missed due to an unexcused absence may not be made up. Assignments are due by the assigned dates and time in Central Standard Time (CST) on the class schedule. Students should contact faculty prior to the due date and time if they anticipate material will be late. Please note, contacting faculty will not guarantee an extension. Please allow enough time for preparation and submission of each assignment before the due date. Failure to complete any assignment by the due date and time will result in a **15-point** deduction each day late up to 2 days, at which time the student will receive a zero for the assignment. Students may be asked to scan, and upload required documents into Blackboard. Scanners are in several locations on campus. Students may also choose to use their cellphones or IPADS using the notes sections (Apple App Store) or an app of their choice (I-Scan, etc.). Assignments must be uploaded in a PDF. A digital upload is considered a digital signature. Assignments must be uploaded into the correct drop box for that assignment. Failure to upload correctly will be deducted 15 points for the first occurrence additional occurrences will receive a zero.

COMPUTER USAGE

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

ALL STUDENTS ARE EXPECTED TO KNOW THEIR SPC STUDENT USERNAME AND PASSWORD.

COMPUTER LAB USAGE

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

SPECIAL INFORMATION

- Administration of medications must be performed accurately to pass clinical within the guidelines of SPC Nursing Policies and Texas Nurse Practice ACT. **MEDICATION MAY BE GIVEN ONLY WHEN THE INSTRUCTOR IS PRESENT.** A student must be prepared to safely give meds. If not, that student will be unable to give meds for that day. If a student is removed from med administration **more than two times,** that student will not pass the semester clinical experience. Students may only have medications for one patient at a time and must review the medication administration policy at the hospital.
- The clinical instructor will dismiss the student from the clinical setting if the student demonstrates unsafe clinical performance as evidenced by the following:
 - Places a client in physical or emotional jeopardy.
 - Violates the HIPAA regulations.
 - Abuses their computer access at the various hospitals.
 - Inadequately and/or inaccurately utilizes the nursing process.
 - Violates previously mastered principles/learning/objectives in carrying out nursing care skills and/or delegated medical functions.
 - Assumes inappropriate independence in actions or decisions.
 - Fails to recognize own limitations, incompetence, and/or legal responsibilities.
 - Fails to accept moral and legal responsibility for his/her own actions; thereby, violating professional integrity as expressed in the Code for Nurses.
 - Unsafe practice:
 - Not familiar with drugs and side effects
 - Not familiar with lab work
 - Not familiar with SPC/clinical institutions procedures for administration of medications and other procedures
 - Not prepared for clinical
 - Failure to comply with SPC, SPC ADNP, and institutions policies and procedures.
 - Fails to assume care of the assigned patient.

REPEATED INCIDENCES WILL RESULT IN CLINICAL FAILURE

- Students may go with TPCN to transfer a patient to another unit or if the patient is going for a procedure. Student may not stay with patient having a procedure because they are still responsible for their second patient on the unit.

ACCOMMODATIONS

4.1.1.1. Diversity Statement

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

4.1.1.2. Disabilities Statement

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting

accommodations must provide acceptable documentation of his/her disability to the Disability Services Office. For more information, call or visit the Disability Services Office at Levelland (Student Health & Wellness Office) 806-716-2577, Lubbock Centers (located at the Lubbock Downtown Center) 806-716-4675, or Plainview Center (Main Office) 806-716-4302 or 806-296-9611.

4.1.1.3 Non-Discrimination Statement

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

4.1.1.4 Title IX Pregnancy Accommodations Statement

If you are pregnant, or have given birth within six months, Under Title IX you have a right to reasonable accommodations to help continue your education. To activate accommodations you must submit a Title IX pregnancy accommodations request, along with specific medical documentation, to the Health and Wellness Center. Once approved, notification will be sent to the student and instructors. It is the student's responsibility to work with the instructor to arrange accommodations. Contact the Health and Wellness Center at 806-716-2529 or email dburleson@southplainscollege.edu for assistance.

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: <http://www.southplainscollege.edu/campuscarry.php>

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

Concealed Carry of any handguns is strictly prohibited in any clinical facility.

FOUNDATION SKILLS

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

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

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

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

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

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

F-6 Speaking—organizes ideas and communicates orally.

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

F-7 Creative Thinking—generates new ideas.

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

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

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

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

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

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

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

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

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

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

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

SCANS COMPETENCIES

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

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

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

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

INFORMATION - Acquires and Uses Information

C-5 Acquires and evaluates information.

C-6 Organizes and maintains information.

C-7 Interprets and communicates information.

C-8 Uses computers to process information.

INTERPERSONAL—Works With Others

- C-9 Participates as a member of a team and contributes to group effort.
- C-10 Teaches others new skills.
- C-11 Serves Clients/Customers—works to satisfy customer’s expectations.
- C-12 Exercises Leadership—communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.
- C-13 Negotiates—works toward agreements involving exchanges of resources; resolves divergent interests.
- C-14 Works with Diversity—works well with men and women from diverse backgrounds.

SYSTEMS—Understands Complex Interrelationships

- C-15 Understands Systems—knows how social, organizational, and technological systems work and operates effectively with them.
- C-16 Monitors and Corrects Performance—distinguishes trends, predicts impacts on system operations, diagnoses systems performance and corrects malfunctions.
- C-17 Improves or Designs Systems—suggests modifications to existing systems and develops new or alternative systems to improve performance.

TECHNOLOGY—Works with a Variety of Technologies

- C-18 Selects Technology—chooses procedures, tools, or equipment, including computers and related technologies.
- C-19 Applies Technology to Task—understands overall intent and proper procedures for setup and operation of equipment.
- C-20 Maintains and Troubleshoots Equipment—prevents, identifies, or solves problems with equipment, including computers and other technologies.

2021 Differentiated Essential Competencies (DECs) by the Texas Board of Nursing

I. 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.
Clinical Judgments and Behaviors
A. Function within the nurse’s legal scope of practice and in accordance with the policies and procedures of the employing health care institution or practice setting.
1. Function within the scope of practice of the registered nurse.
2. Use a systematic approach to provide individualized, goal-directed nursing care to meet health care needs of patients and their families.
3. a. Practice according to facility policies and procedures and participate 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 professional nursing knowledge, scope of practice, education, experience, and ethical/legal standards of care.
b. Evaluate care administered by the interdisciplinary health care team.
c. Advocate for standards of practice through professional memberships.
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.
c. Apply management skills in collaboration with the interdisciplinary health care team to implement quality patient care.
5. a. Assume accountability for individual nursing practice.
b. Promote accountability for quality nursing practice through participation on policy and procedure committees.
c. Implement 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 and management skills to maintain professional boundaries between patients and individual health care team members.
9. Uphold professional behavior in nursing compartment and in following organizational standards and policies.
10. Collaborate with interdisciplinary team on basic principles of quality improvement and outcome measurement.
C. Participate in activities that promote the development and practice of professional nursing.
1. Analyze the historical evolution of professional nursing and the application to current issues and trends.
2. Promote collegiality among interdisciplinary health care team members.
3. a. Participate in activities individually or in groups through organizations that promote a positive image of the profession of nursing.
b. Collaborate with nursing colleagues and health care organizations to promote the profession of nursing.
c. Articulate the values and roles of nursing to the public.
4. Recognize roles of professional nursing organizations, regulatory agencies, and organizational committees.
5. Practice within the professional nursing role and Scope of Practice.
6. a. Serve as a positive role model for students, peers, and members of the interdisciplinary health care team.
b. Participate in activities that promote consumer awareness of nursing's contribution to society.
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 competence, 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. 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.
A. Use clinical reasoning and knowledge based on the diploma or associate degree nursing program of study and evidence-based practice outcomes as a basis for decision-making in nursing practice.
1. Use clinical reasoning and nursing science as a basis for decision-making in nursing practice.
2. a. Organize care 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. Apply principles of assisting vulnerable patients.
3. Use knowledge of societal and health trends and evidence-based outcomes to identify and communicate patient physical and mental health care problems.
4. Apply relevant, current nursing practice journal articles and evidence-based outcomes from research findings to practice and clinical decisions.
B. Determine the physical and mental health status, needs, and preferences influenced by culture, spirituality, ethnicity, identity, and social diversity of patients and their families, and the interpretation of comprehensive health assessment findings compared with evidence-based health data derived from the diploma or associate degree nursing program of study.
1. Use structured and unstructured data collection tools to obtain patient and family history in areas of physical, psychiatric/mental health, spiritual, cultural, familial, occupational, and environmental information, risk factors, and patient resources.
2. Perform comprehensive assessment to identify health needs and monitor changes in health status of patients and their families.
3. a. Validate, report, and document comprehensive assessment data for patients and families, including physical and mental health status and needs for patients and their families.
b. Evaluate the use of safe complementary health care practices.
4. Identify complex multiple health needs of patients, with consideration of signs and symptoms of decompensation of patients and families.
5. Use clinical reasoning to identify patient needs based upon analysis of health data and evidenced-based practice outcomes and communicate observations.
6. Perform health screening and identify anticipated physical and mental health risks related to lifestyle and activities for prevention.
7. Interpret and analyze health data for underlying pathophysiological changes in the patient's status.

8. Incorporate multiple determinants of health when providing nursing care for patients and families.
9. a. Recognize that political, economic, and societal forces affect the health of patients and their families.
b. Identify health risks related to social determinants of health.
10. N/A
C. Analyze comprehensive assessment data to identify problems, formulate goals/outcomes, and develop plans of care for patients and their families using information from evidence-based practice in collaboration with patients, their families, and the interdisciplinary health care team.
1. Integrate knowledge from general education and sciences for the direct and indirect delivery of safe and compassionate care for patients and their families.
2. Establish short- and long-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. a. Use current technology and evidence-based information to formulate and modify the nursing plan of care across the lifespan, including end-of-life care.
b. Assist with collection of data from direct patient care to redefine practice guidelines.
4. Collaborate with interdisciplinary team members to plan for comprehensive services for patients and their families.
5. Plan, implement, and evaluate discharge planning using evidence-based guidelines in collaboration with the interdisciplinary health care team.
6. Demonstrate fiscal accountability in providing care for patients and their families.
7. Demonstrate knowledge of disease prevention and health promotion in delivery of care to patients and their families.
D. Provide safe, compassionate, comprehensive nursing care to patients and their families through a broad array of health care services.
1. Assume accountability and responsibility for nursing care provided within the professional scope of practice, standards of care, and aspects of professional character.
2. a. Identify priorities and make judgements concerning the needs of multiple patients in order to organize care.
b. Anticipate and interpret changes in patient status and related outcomes.
c. Communicate changes in patient status to other providers.
d. Manage priorities and multiple responsibilities to provide care for multiple patients.
3. a. Implement plans of care for multiple patients.
b. Collaborate within and across health care settings to ensure that healthcare needs are met, including primary and preventative health care.
c. Manage care for multiple patients and their families.
4. Apply management skills to assign and/or delegate nursing care to other members of the nursing team.
E. Implement the plan of care for patients and their families within legal, ethical, and regulatory parameters and in consideration of disease prevention, wellness, and promotion of healthy lifestyles.
1. Implement individualized plan of care to assist patients and their families to meet physical and mental health needs.
2. a. Implement nursing interventions to promote health and rehabilitation.
b. Implement nursing care to promote health and manage acute and chronic physical and mental health problems and disabilities.
c. Assist patients and their families to learn skills and strategies to protect and promote health.
3. a. Adjust priorities and implement nursing interventions in rapidly-changing and emergency patient situations.
b. Participate with the interdisciplinary team to manage health care needs for patients and their families.
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. a. Facilitate coping mechanisms of patients and their families during alterations in health status and end of life.
b. Apply evidence-based practice outcomes to support patient and family adaptation during health crises.
6. a. Collaborate with other health care providers with treatments and procedures.
b. Promote interdisciplinary team collaboration in carrying out the plan of care.
c. Seek clarification as needed.
d. Provide accurate and pertinent communication when transferring patient care to another provider.
7. a. Inform patient of Patient Bill of Rights.
b. Evaluate and clarify patient's understanding of health care rights.
c. Encourage active engagement of patients and their families in care.
8. Use interdisciplinary resources within the institution to address ethical and legal concerns.
9. Use therapeutic communication skills when interacting with and maintaining relationships with patients and their families, and other professionals.

10. Apply current technology and informatics to enhance patient care while maintaining confidentiality and promoting safety.
11. Facilitate maintenance of patient confidentiality.
12. a. Demonstrate accountability by using independent clinical judgment and established clinical guidelines to reduce risks and promote health.
b. Provide direct and indirect patient and family care in disease prevention and health promotion and/or restoration.
F. Evaluate and report patient outcomes and responses to therapeutic interventions in comparison to benchmarks from evidence-based practice, and plan follow-up nursing care.
1. a. Report changes in assessment data.
b. Evaluate need to intervene to stabilize and prevent negative patient outcomes and/or to support end-of-life care.
c. Evaluate patterns of behavior and changes that warrant immediate intervention.
2. a. Use standard references to compare expected and achieved outcomes of nursing care.
b. Analyze patient data to compare expected and achieved outcomes for patient using evidence-based practice guidelines.
3. a. Communicate reasons and rationale for deviation from plan of care to interdisciplinary health care team.
b. Use nursing knowledge to recommend revisions of plan of care with interdisciplinary team.
4. Modify plan of care based on overt or subtle shifts in patient status and outcomes.
5. a. Report and document patient's responses to nursing interventions.
b. Evaluate and communicate quality and effectiveness of therapeutic interventions.
c. Collaborate with interdisciplinary health care team to evaluate plan of care and to promote quality and effectiveness of care.
6. Evaluate the effectiveness of nursing interventions based on expected patient outcomes; modify interventions to meet the changing needs of patients; and revise plan of care as a result of evaluation.
G. Develop, implement, and evaluate teaching plans for patients and their families to address health promotion, maintenance, and restoration.
1. Assess learning needs of patients and their families related to risk reduction and health promotion, maintenance, and restoration.
2. a. Collaborate with the patient and interdisciplinary health care team to develop individualized teaching plans based upon developmental and health care learning needs.
b. Use best practice standards and other evidence-based findings in developing and modifying teaching plans for patients and their families.
3. Develop and implement comprehensive teaching plans for health promotion, maintenance, and restoration and risk reduction for patients and their families with consideration of their support systems.
4. Evaluate learning outcomes of the patients and their families receiving instruction.
5. a. Modify teaching plans for health promotion and maintenance and self-care to accommodate patient and family differences.
b. Teach health promotion and maintenance and self-care to individuals and their families based upon teaching goals.
6. Provide patients and their families with the information needed to make choices regarding health.
7. Serve as an advocate and resource for health education and information for patients and their families.
H. Coordinate human, information, and physical resources in providing care for patients and their families.
1. Identify and participate in activities to improve health care delivery within the work setting.
2. a. Report the need for corrective action within the organization for safe patient care.
b. Report threatening or violent behavior in the workplace.
3. Collaborate with interdisciplinary health care team to select human and physical resources that are optimal, legal, and cost effective to achieve patient-centered outcomes and meet organizational goals.
4. Use basic management and leadership skills, act as a team leader, supervise and delegate care, and contribute to shared goals.
5. a. Use management skills to delegate to licensed and unlicensed personnel.
b. Demonstrate leadership role in achieving patient goals.
6. Implement established standards of care.
III. 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.
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. a. Recognize and report unsafe practices.
b. Manage personnel to maintain safe practice including participation in quality improvement processes for safe patient care.
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 preventative and therapeutic procedures and nursing measures including safe patient handling.
b. Safely administer medications and treatments.
c. Reduce patient risk related to medication administration and treatment based on evidenced-based data.
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, promote a culture of safety, and participate in organizational initiatives that enhance a culture of safety.
7. Use evidence-based information to participate in development of interdisciplinary policies and procedures related to a safe environment including safe disposal of medications and hazardous materials.
8. Assess potential risk for patient harm related to accidents and 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. Formulate goals and outcomes using evidence-based data to reduce patient risks.
1. Formulate goals and outcomes using evidence-based data to reduce the 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. Participate in development of policies to prevent exposure to infectious pathogens, communicable conditions, and occupational hazards.
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 to the appropriate internal or external individual or committee.
4. Participate in committees that promote safety and risk management.
*F. Accept and make assignments and delegate tasks 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. <i>*When making assignments and delegating tasks, ensure clear communication regarding other caregivers' levels of knowledge, skills, and abilities.</i>
3. <i>*a. When assigning and delegating nursing care, retain accountability and supervise personnel according to Texas Board of Nursing rules based on the setting to ensure patient safety.</i>
<i>*b. Implement and participate in development of organizational policies and procedures regarding assignments and delegated tasks.</i>
IV. 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.
A. Coordinate, collaborate, and communicate in a timely manner with patients, their families, and the interdisciplinary team to plan, deliver, and evaluate patient-centered care.

1. Involve patients and their families in collaboration with other interdisciplinary health care team members in planning health care delivery to improve the quality of care across the lifespan.
2. a. Use strategies of cooperation, collaboration, and communication to plan, deliver, and evaluate interdisciplinary health care.
b. Promote the effective coordination of services to patients and their families in patient-centered health care.
3. Apply principles of evidence-based practice and methods of evaluation with the interdisciplinary team to provide quality care to patients and their families.
B. Serve as a health care advocate in monitoring and promoting quality and access to health care for patients and their families.
1. a. Support the patient's right of self-determination and choice even when these choices conflict with values of the individual professional.
b. Apply legal and ethical principles to advocate for patient well-being and preference.
2. Identify unmet needs of patients and their families from a holistic perspective.
3. a. Act as an advocate for patient's basic needs, including following established procedures for reporting and solving institutional care problems and chain of command.
b. Advocate on behalf of patients and their families with other members of the interdisciplinary health care team.
c. Teach patients and families about access to reliable and valid sources of information and resources including health information.
4. a. Participate in quality improvement activities.
b. Participate in professional organizations and community groups to improve the quality of health care.
5. a. Refer patients and their families to community resources.
b. Serve as a member of health care and community teams to provide services to individuals and their families who experience unmet needs.
C. Refer patients and their families to resources that facilitate continuity of care; health promotion, maintenance, and restoration; and ensure confidentiality.
1. a. Assess the adequacy of the support systems of patients and their families.
b. Work with families to use resources to strengthen support systems.
c. Identify providers and national and community resources to meet the needs of patients and their families.
2. a. Facilitate communication among patients, their families, and members of the health care team to use institutional or community resources to meet health care needs.
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 patients and their families to communicate needs to their support systems and to other health care professionals.
4. Collaborate with interdisciplinary team concerning issues and trends in health care delivery affecting public/government/private health care services, programs, and cost to patients and families.
D. Communicate and manage information 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. Evaluate credibility of sources of information, including internet sites.
c. Access, review, and use electronic data to support decision-making.
d. Participate in quality improvement studies.
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.
c. Use informatics to promote health care delivery and reduce risk in patients and their families.
4. Document electronic information accurately, completely, and in a timely manner.
*E. Assign and/or delegate nursing activities to other members of the health care team based upon an analysis of patient or work place need.
1. *a. Compare needs of patient with knowledge, skills, and abilities of assistive and licensed personnel prior to making assignments or delegating tasks.
*b. Assess competency level and special needs of nursing team members.
*c. Facilitate decision-making related to delegation and assigned tasks.
2. *a. Assign, delegate, and monitor performance of unlicensed and licensed personnel in compliance with Texas Board of Nursing rules.
*b. Assign patient care based on analysis of patient or organizational need.

<i>*c. Reassess competency and learning needs of team members.</i>
3. <i>*a. Evaluate responses to delegated and assigned tasks and make revisions based on assessment.</i>
<i>*b. Plan activities to develop competency levels of team members.</i>
*F. Supervise nursing care provided by others for whom the nurse is responsible by using evidence-based nursing practice.
1. <i>*Provide staff education to members of the health care team to promote safe care.</i>
2. <i>*Provide direction and clarification to health care team members or seek additional direction and clarification to promote safe care by health care team.</i>
3. <i>*a. Oversee and follow through on patient care provided by health team members.</i>
<i>*b. Base assignments and delegation on team member competencies.</i>
4. <i>*a. Ensure timely documentation by assigned health team members.</i>
<i>*b. Ensure documentation of patient care follow-up.</i>
G. Participate with 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 a supportive role.
2. Provide information to patients, staff, and others in understanding the extent of the emergency and their response.
3. Fulfill an assigned role with the health care team to promote safety and health for the staff and public 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.