

Course Syllabus

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

| Name: | Phone Numbers | Email | Office | Office Hours |
|--|--------------------------------------|------------------------------------|--------|----------------|
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“South Plains College improves each student’s life.”

GENERAL COURSE INFORMATION

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

COURSE DESCRIPTION

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

STUDENT LEARNING OUTCOMES

| |
|---|
| At the completion of the semester students will: |
| 1. Provide care based on current knowledge, theory, and research. |
| 2. Assume accountability and responsibility for practice. |
| 3. Collaborate with clinical faculty and health care professionals. |
| 4. Utilize principles of therapeutic communication with individuals. |
| 5. Utilize the nursing process within a structured setting with individual clients from diverse populations experiencing common, well defined, reoccurring alterations in health. |
| 6. Perform health assessments on individual clients. |
| 7. Utilize pharmacology and non-pharmacological therapies with individual clients. |
| 8. Perform basic nursing skills competently with individual clients in structured settings. |
| 9. Provide cost effective care in the clinical setting. |
| 10. Utilize information technologies to enhance knowledge base, retrieve information to support nursing practice and document nursing actions. |

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

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

EVALUATION METHODS

Teaching methods: clinical instruction, simulation, clinical lab, scenarios, case studies, focus learning groups, ATI skills modules

Evaluation methods: demonstration, practicum, clinical evaluation, peer evaluation, clinical packets, nursing process

Web based: online assignment submissions

ACADEMIC INTEGRITY

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

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

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

Students are expected to adhere to the professional standards set forth in the Associate Degree Nursing Program School of Nursing Student Handbook, as well as the American Nurses Association Code of Ethics for Nurses. It is the responsibility of the School of Nursing to teach and model professional behaviors, and it is the responsibility of the student to demonstrate professional and academic integrity. The student is representing the School of Nursing and are expected to maintain the highest standards. Any point deductions will be taken from the final course average.

| Professional Standards | <i>Point deduction from final course grade</i> |
|--|---|
| Professional Integrity | |
| Applies legal and ethical standards | - 1 point per variance |
| Maintains patient confidentiality | - 1 point per variance |
| Professional Behaviors | |
| Arrives on time to scheduled activities (lab/class) | - 1 points per variance |
| Exhibits professional attitude | - 1 points per variance |
| Accountable for learning | - 1 points per variance |
| Responds to faculty/staff contact within 24 hours | - 1 points per variance |
| Attends all appointments, including appointments with faculty and retention counselors | - 1 points per variance |
| Adheres to classroom dress code | - 1 points per variance |
| Scheduling and Attendance | |
| Adheres to institutional policies and procedures related to scheduling | - 1 points per variance |
| Accountable for developing and adhering to schedule | - 1 points per variance |

VERIFICATION OF WORKPLACE COMPETENCIES

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

BLACKBOARD

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

FACEBOOK

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

SCANS AND FOUNDATION SKILLS

Refer also to Course Objectives. Scans and Foundation Skills attached

SPECIFIC COURSE INFORMATION

TEXT AND MATERIALS

Carpenito, L. (2017). *Nursing diagnosis: Application to clinical practice*. (15th ed.). Wolters Kluwer. ISBN: 978-1-4963-3841-9

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

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

Any Nursing Drug Handbook (not Davis)

RECOMMENDED TEXTS

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

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

ADDITIONAL CLASSROOM ITEMS

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

ATTENDANCE POLICY (*READ CAREFULLY)

Lab Attendance

Students are expected to attend all labs in order to be successful in a course. The student may be administratively withdrawn from the course when absences become excessive as defined in the course syllabus. When an unavoidable reason for class 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 Instructor/course leader has the prerogative of dropping the student from the course for any absences.

Students are expected to attend all scheduled clinical days. The student can miss no more than four (4) clinical hours. A student missing more than four (4) clinical hours will be dropped from RNSG 1160. The course leader may initiate the withdrawal of the student for any absences. Reinstatement is handled on an individual basis. Do not be tardy for lab; students late to lab may receive deductions on professional standards. Cellular phones must be turned off while in the NLRL (nursing learning resource lab). Failure to turn off phone before lab may result in deductions on professional standards.

ASSIGNMENT POLICY

Assignments and skills missed due to an unexcused absence may not be made up. Assignments are due by the assigned dates and times in Central Standard Time (CST) on the class schedule. Students should contact faculty prior to the due date and time if they anticipate material will be late. Please note contacting faculty will not guarantee the receipt of an extension for the assignment. Please allow enough time for preparation and

submission of each assignment prior to the scheduled due date. Failure to complete/upload any assignment by due date will result in a **5 point deduction** each day late up to 5 days, at which time the student will receive a zero. Student must scan required documents before uploading into Blackboard. Scanners are located in the classroom and the video reviewing room. Students may also choose an app of choice (I-scan, etc.). Assignments must be uploaded as a PDF, beginning with the rubric.

UNLICENSED ASSISTIVE PERSONNEL (UAP) CLINICAL EXPERIENCE

Students will complete 2- 8 hour hospital clinical shifts in which they will complete elements such as: bed bath, linen change, vital signs (2), mobility, intake and output, documentation, and collaboration with nursing aides and staff. Review rubric and additional instructions under UAP learning module located under course content in Blackboard. The UAP clinical experience will be averaged together to account for **4%** of the final course grade.

HOSPITAL HEALTH ASSESSMENT

Students will complete a head to toe physical assessment on a client selected by a faculty member in clinical. Students unsuccessful in completing the critical criteria will be required to complete a remediation assignment. Failure to remediate by the assigned date will result in an additional 10 point deduction on the original rubric. Review rubric and additional instructions under UAP learning module located under course content in Blackboard. The hospital health assessment will account for **20%** of the final course grade.

SIMULATION HEALTH ASSESSMENT/MEDICATIONS (Reese Simulation)

Students will be required to complete a head to toe physical assessment and administer medications in the Center for Clinical Excellence simulation lab on Reese campus. Students unsuccessful in completing the critical criteria will be required to complete a remediation assignment. Failure to remediate by the assigned date will result in an additional 10 point deduction on the original rubrics. The Simulation Physical Assessment/Medications rubrics will account for **30%** of the final course grade, the two will be averaged. Review grading rubric and additional instructions under Reese Simulation learning module located under course content in Blackboard.

REESE SIMULATION EVALUATION

Students will be evaluated during the Reese Simulation. The student will be evaluated on clinical decision making, communication and information management, leadership, safety, professionalism, and work ethic. The Reese simulation evaluation will account for **10%** of the final course grade. Review evaluation rubric and additional instructions under Reese Simulation learning module located under course content in Blackboard.

SIMULATION CONCEPT MAP/NURSING PROCESS

Students will complete 1 hour in the Center for Clinical Excellence simulation lab on Reese campus. The student will be evaluated on the four roles of nursing; which include: member of the profession, provider of patient centered care, patient safety advocate, and member of the healthcare team. Students will work in teams to complete a simulation and a concept map including nursing process. The simulation concept map will account for **10%** of the final course grade. Review evaluation rubric and additional instructions under Reese Simulation learning module located under course content in Blackboard.

CLINICAL SIMULATION

Students will complete 2 clinical simulation days in this course. The student will be evaluated on clinical decision making, communication and information management, leadership, safety, professionalism, and work ethic. The Creighton competency evaluation instrument will be will account for **16%** of the final course grade, the two will be averaged. Review the instrument and additional instructions under the Clinical Simulation learning module located under course content in Blackboard.

SAFETY/PROGRESSIVE SIMULATIONS

Students will complete safety and progressive simulation scenarios individually and in small groups to establish

baseline competencies. All skills passed up to this point may be implemented in the scenario. After the scenario, students will debrief and discuss what occurred in the simulation, areas needing improvement, and what went well. Students will complete a student satisfaction and self-confidence in learning evaluation after each simulation. The safety and progressive simulations will be pass/fail.

MATH QUIZZES

Students will complete 3 math quizzes prior to the math exam. The first quiz will serve as practice, the second and third quizzes will be averaged together to account for **10%** of the final course grade.

MATH EXAM

Students will complete 3 math quizzes prior to the official math exam. Students will complete a math exam to demonstrate minimum competency. Students are only allowed to miss 2 questions to receive a passing score. Students unsuccessful on the first math exam will be required to remediate. Students will be given three attempts to receive a passing score. If a scheduled clinical math exam is missed it cannot be made up. The missed attempt will count as a failure. **Failure to successfully pass the math test on the third attempt will result in failure of the course.**

MID-TERM & FINAL CLINICAL EVALUATION

Students will self-evaluate their clinical/simulation performance by providing feedback and examples of how the criteria were met. Students must score **satisfactory** on each criterion on the Student Clinical Evaluation tool on the final clinical rotation to successfully pass the course. Failure to complete mid-term and/or final evaluation will result in professional standard deductions. Review evaluations and additional instructions under the Clinical Evaluation learning module located under course content in Blackboard.

SPECIAL INSTRUCTIONS FOR SIMULATION/CLINICAL

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

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

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

COMPUTER USAGE

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

COMPUTER LAB USAGE

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

GRADING POLICY

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

| | |
|--|------|
| UAP Evaluation Rubric (2) | 4% |
| Hospital Health Assessment | 20% |
| Reese Simulation Health Assessment/Medications | 30% |
| Simulation Concept Map/Nursing Process | 10% |
| Reese Simulation Evaluation | 10% |
| Clinical Simulation (2) | 16% |
| Math Quizzes (2) | 10% |
| Math Exam | P/F |
| Mid-Term/Final Clinical Evaluation | P/F |
| Safety Simulation | P/F |
| Progressive Simulation | P/F |
| Course Total | 100% |

Course grades are based on the following scale:

PASS = 77-100%

FAIL = 76% and below

The student must have a cumulative score of 77% on all required course work, receive a satisfactory on the final evaluation tool, and pass the math test to successfully pass RNSG 1160.

ADDITIONAL PRACTICE

At any time a faculty member can require a student to complete additional practice in the clinical setting and/or simulation lab to ensure student and patient safety in clinical. If a student is unsuccessful on any rubric the student will complete the following remediation plan: 1) a minimum of 4 mandatory lab practice hours for each failed rubric/skill, 2) additional assignment(s) including a research report on failed skill(s) (see rubric for research report details), 3) the student must demonstrate competency of failed skill(s) to instructor. Students must complete assigned remediation plan within 2 weeks, failure to do so will result in deductions on professional standards.

COURSE SCHEDULE

| Topic | Location |
|-----------------|------------------------|
| Syllabus Review | 1st Semester Classroom |
| Math Review | 1st Semester Classroom |
| Math Quiz I | Blackboard/ATI |
| Math Quiz II | Blackboard/ATI |
| Math Quiz III | Blackboard/ATI |
| Math Exam 1 | 1st Semester Classroom |

| | |
|--|----------------------------|
| Math Remediation (Cookies & Calculations) If Needed Math Exam 2 (if needed) | 1st Semester Classroom |
| Math Review (if needed) Math Exam 3 (if needed) | 1st Semester Classroom |
| Simulation Instructions | 1st Semester Classroom |
| Reese Simulation (Health Assessment/Medications) | Reese Center of Excellence |
| Clinical Instructions/ATI Break Down/PowerChart Training/Hospital Orientation | UMC |
| Unlicensed Assistive Personnel (UAP) | UMC (various floors) |
| Hospital Clinical | UMC (various floors) |
| Faculty Assessment | Blackboard |

COMMUNICATION POLICY

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

4.1.1.5 CAMPUS CONCEALED CARRY

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

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

STUDENT CONDUCT

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

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

Students are subject to federal, state and local laws, as well as South Plains College rules and regulations. A student is not entitled to greater immunities or privileges before the law than those enjoyed by other citizens. Students are subject to such reasonable disciplinary action as the administration of the college may consider

appropriate, including suspension and expulsion in appropriate cases for breach of federal, state or local laws, or college rules and regulations. This principle extends to conduct off-campus which is likely to have adverse effects on the college or on the educational process which identifies the offender as an unfit associate for fellow students. Any student who fails to perform according to expected standards may be asked to withdraw. Rules and regulations regarding student conduct appear in the current Student Guide.

SPECIAL REQUIREMENTS (*Read Carefully)

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

COURSE DISCLAIMER

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

GRIEVANCE POLICY

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

ACCOMMODATIONS

4.1.1.1. Diversity Statement

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

4.1.1.2. Disabilities Statement

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

4.1.1.3 Non-Discrimination Statement

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

4.1.1.4 Title IX Pregnancy Accommodations Statement

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

FOUNDATION SKILLS

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

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

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

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

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

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

F-6 Speaking–organizes ideas and communicates orally.

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

F-7 Creative Thinking—generates new ideas.

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

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

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

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

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

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

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

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

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

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

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

SCANS COMPETENCIES

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

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

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

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

INFORMATION - Acquires and Uses Information

C-5 Acquires and evaluates information.

C-6 Organizes and maintains information.

C-7 Interprets and communicates information.

C-8 Uses computers to process information.

INTERPERSONAL—Works with Others

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

C-10 Teaches others new skills.

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

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

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

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

SYSTEMS—Understands Complex Interrelationships

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

TECHNOLOGY—Works with a Variety of Technologies

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

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

Student Name:

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

1. Provisional: performs safely under supervision; requires continuous supportive and directive cues; performance often uncoordinated and slow; focus is entirely on task or own behavior; beginning to identify principles but application of principles are sometimes lacking.
2. Assisted: performs safely and accurately each time observed but requires frequent supportive and occasional directive cues; time management skills still developing; skill accuracy still developing; focus is primarily on task or own behavior with more attention to client; identifies principles but still may need direction in application of principles.
3. Supervised: performs safely and accurately each time behavior is observed; requires occasional supportive and directive cues; spends reasonable time on task and appears generally relaxed and confident; applies theoretical knowledge accurately with occasional cues; focuses on clients initially but as complexity increases, may still focus more on task.
4. Independent: performs safely and accurately each time behavior is observed and without need of supportive cues demonstrates dexterity in skills; spends minimum time on task; applies theoretical knowledge accurately; focuses on client while giving care.

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

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

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

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

Student Name:

| | | | |
|---|--|---|--|
| KEY: ELA: Expected Level of Achievement | | RATING: N/O: Not Observed (can only be used at mid-term) | |
| DECS: Differentiated Essential Competencies (Texas BON, 2010) | | S: Satisfactory | |
| * Critical Objective | | U: Unsatisfactory | |
| | | NI: Needs Improvement | |

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

| DECS (clinical) | | | | Clinical objectives and examples of knowledge, skills, & behaviors | R -1 | R-2 | R-3 | R-4 |
|-----------------|-----|----|----|---|------|-----|-----|-----|
| 1 | 2 | 3 | 4 | 1. Identify theoretical concepts with nursing knowledge and skills to meet the basic needs of patients and their families throughout the lifespan in a variety of settings. | | | | |
| | A2 | | A1 | Satisfactory: Consistently identifies physiological and psychosocial needs utilizing Maslow's Hierarchy and Erikson's Developmental Level. Performs skills correctly. | | | | |
| | B2 | | A2 | | | | | |
| | B3 | | B1 | | | | | |
| | B6 | | B2 | | | | | |
| | B8 | | D1 | | | | | |
| | C1 | | D3 | | | | | |
| | C3 | | D4 | Needs Improvement: Requires assistance identifying physiological and psychosocial needs utilizing Maslow's Hierarchy and Erikson's Developmental Level. Performs skills but requires assistance with basic skills. | | | | |
| | E8 | | | | | | | |
| | E10 | | | | | | | |
| | F6 | | | | | | | |
| | | | | | | | | |
| | | | | Unsatisfactory: Does not identify physiological and psychosocial needs utilizing Maslow's Hierarchy and Erikson's Developmental Level. Does not perform skills safely. | | | | |
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| | | | | | | | | |
| A2 | A1 | B2 | A2 | 2. Recognize the five steps of the nursing process into nursing practice. | | | | |
| | A2 | B3 | B1 | Satisfactory: Consistently identifies the five steps of the nursing process. | | | | |
| | A4 | B5 | C1 | | | | | |

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|--|-------|--|----|--|--|--|
| | B1 | | D3 | | Needs Improvement: Requires assistance in identifying the five steps of the nursing process. | |
| | B3 | | D4 | | | |
| | B4 | | E1 | | | |
| | B5 | | | | | |
| | C2 | | | | | |
| | C3 | | | | | |
| | C5,E6 | | | | | |
| | D2,E1 | | | | | |
| | D3E2 | | | | | |
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Graduate Outcome: CLINICAL DECISION MAKING - Provides competent nursing interventions based on application of the nursing process and demonstrates critical thinking, independent judgment and self-direction while caring for patients and families. (ELA 2)

| DECS (clinical) | | | | Clinical objectives and examples of knowledge, skills, & behaviors | R -1 | R-2 | R-3 | R-4 |
|-----------------|------|------|----|--|------|-----|-----|-----|
| 1 | 2 | 3 | 4 | 2. Recognize the five steps of the nursing process into nursing practice. | | | | |
| | | | | Unsatisfactory: Does not identify the five steps of the nursing process. | | | | |
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| | | | | | | | | |
| A2 | A1 | A3 | A3 | 3. Use critical thinking, problem solving, and the nursing process in a variety of setting through direct care assignment. | | | | |
| B4 | A2 | B1B2 | B2 | Satisfactory: Consistently collects data and applies the nursing process. | | | | |
| B6 | A3 | B7 | D4 | | | | | |
| | A4 | C2 | E1 | | | | | |
| | B1 | | E2 | | | | | |
| | B3 | | | | | | | |
| | B4 | | | Needs Improvement: Requires assistance recognizing problems, collecting data and applying the nursing process. | | | | |
| | B5 | | | | | | | |
| | B7 | | | | | | | |
| | C2C5 | | | | | | | |
| | D1D2 | | | | | | | |
| | E1E2 | | | Unsatisfactory: Cannot utilize the nursing process. | | | | |
| | E3 | | | | | | | |
| | E10 | | | | | | | |
| | F1F4 | | | | | | | |
| | F6G2 | | | | | | | |
| A2 | A1 | A3 | A3 | 4. Explore critical thinking and problem solving skills in prioritizing, management, and coordination of all aspects of care. | | | | |
| B4 | A2 | B1B2 | B2 | Satisfactory: Organizes schedule to allow sufficient time for obtaining client care assignment and preparing for clinical experiences. Does not violate previously mastered principles/learning in carrying out nursing intervention skills. Organize work priorities to conserve energy of the client and self. Completes clinical assignments within allotted time. | | | | |
| B6 | A3 | B7 | D4 | | | | | |
| | A4 | C2 | E1 | | | | | |
| | B1 | | E2 | | | | | |
| | B3 | | | | | | | |
| | B4 | | | Needs Improvement: Is disorganized in obtaining client care assignment and preparing for clinical experiences. Needs assistance with previously mastered principles/learning in carrying out nursing intervention skills. Disorganized work priorities. Late with clinical assignments. | | | | |
| | B5 | | | | | | | |
| | B7 | | | | | | | |
| | C2C5 | | | | | | | |
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| Graduate Outcome: CLINICAL DECISION MAKING - Provides competent nursing interventions based on application of the nursing process and demonstrates critical thinking, independent judgment and self-direction while caring for patients and families. (ELA 2) | | | | | | | | | | | |
|---|------|----|----|---|--|--|--|------|-----|-----|-----|
| DECS (clinical) | | | | Clinical objectives and examples of knowledge, skills, & behaviors | | | | | | | |
| 1 | 2 | 3 | 4 | 4. Explore critical thinking and problem solving skills in prioritizing, management, and coordination of all aspects of care. Unsatisfactory: Client care assignment incomplete. Violates previously mastered principles/learned skills, cannot prioritize. Does not turn in clinical assignments. | | | | | | | |
| | D1D2 | | | | | | | | | | |
| | E1E2 | | | | | | | | | | |
| | E3 | | | | | | | | | | |
| | E10 | | | | | | | | | | |
| | F1F4 | | | | | | | | | | |
| | F6G2 | | | | | | | | | | |
| Graduate Outcome: COMMUNICATION & INFORMATION MANAGEMENT - Communicates effectively utilizing technology, written documentation, and verbal expression with members of the health care team, patients, and their families. (ELA 2) | | | | | | | | | | | |
| DECS (clinical) | | | | Clinical objectives and examples of knowledge, skills, & behaviors | | | | R -1 | R-2 | R-3 | R-4 |
| 1 | 2 | 3 | 4 | 5. Develop effective skills of communication and collaboration with members of the health care team, patient and their families. | | | | | | | |
| A5 | B1B3 | B5 | A2 | | | | | | | | |
| A7 | B5 | | B3 | Satisfactory: Consistently identifies verbal and non-verbal client messages. Utilizes therapeutic communication techniques during client assessments and interactions. Documents accurately, concisely, and legibly and sign all entries on nursing notes with minimal assistance. | | | | | | | |
| | D2 | | C2 | | | | | | | | |
| | E4E5 | | D1 | | | | | | | | |
| | E9 | | E2 | | | | | | | | |
| | E11 | | E3 | | | | | | | | |
| | F3 | | E4 | Needs Improvement: Requires assistance with identifying verbal and nonverbal client messages. Does not consistently utilize therapeutic communication techniques during client assessment and interactions. Needs assistance with documentation in the clients health record and reminders to sign all entries | | | | | | | |
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| | | | | Unsatisfactory: Does not recognize verbal and/or nonverbal client messages. Does not utilize therapeutic communication techniques during client assessment and interactions. Does not document pertinent or correct information. | | | | | | | |
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| B2 | G1 | B9 | A1 | 6. Identify principles of teaching-learning in providing information to patients and their families, regarding health promotion, maintenance, and restoration of health or the process of death and dying. | | | | | | | |
| B6 | G2 | | A3 | | | | | | | | |
| D1 | G3 | | B1 | | | | | | | | |
| D3 | G4 | | B3 | Satisfactory: Consistently documents patient teaching at a beginning level of proficiency. | | | | | | | |
| | G5 | | E3 | | | | | | | | |
| | G6 | | | | | | | | | | |
| | G7 | | | | | | | | | | |

| Graduate Outcome: COMMUNICATION & INFORMATION MANAGEMENT - Communicates effectively utilizing technology, written documentation, and verbal expression with members of the health care team, patients, and their families. | | | | | | | | | | | |
|--|-----|----|----|---|------|-----|-----|-----|--|--|--|
| DECS (clinical) | | | | Clinical objectives and examples of knowledge, skills, & behaviors | R -1 | R-2 | R-3 | R-4 | | | |
| 1 | 2 | 3 | 4 | Needs Improvement: Requires assistance with documenting patient teaching at a beginning level of proficiency. | | | | | | | |
| | H1 | | | | | | | | | | |
| | H3 | | | | | | | | | | |
| | A3 | | | | | | | | | | |
| | A4 | | | | | | | | | | |
| | B4 | | | Unsatisfactory: Does not document patient teaching at a beginning level of proficiency. | | | | | | | |
| | C3 | | | | | | | | | | |
| | E4 | | | | | | | | | | |
| | E10 | | | | | | | | | | |
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| Graduate Outcome: LEADERSHIP - Demonstrates knowledge of basic delegation, leadership management skills, and coordinates resources to assure optimal levels of health care for patients and their families. (ELA 1) | | | | | | | | | | | |
| DECS (clinical) | | | | Clinical objectives and examples of knowledge, skills, & behaviors | R -1 | R-2 | R-3 | R-4 | | | |
| 1 | 2 | 3 | 4 | 7. Identify the nurse's function within the organizational framework of various healthcare settings and recognize appropriate delegation of care to patients and their families. | | | | | | | |
| A1 | C4 | A2 | C2 | Satisfactory: Consistently identifies and documents the nursing roles on the Clinical Performance Criteria. | | | | | | | |
| A3 | E6 | B1 | C3 | | | | | | | | |
| B2 | F3 | D1 | C4 | | | | | | | | |
| B5 | G2 | | D1 | | | | | | | | |
| B6 | H3 | | D3 | | | | | | | | |
| C4 | | | | | | | | | | | |
| C5 | | | | | | | | | | | |
| C6 | | | | Needs Improvement: Requires assistance in identifying the nursing roles on the Clinical Performance Criteria. | | | | | | | |
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| | | | | Unsatisfactory: Does not identify the nursing roles on the Clinical Performance Criteria. | | | | | | | |
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| Graduate Outcome: LEADERSHIP - Demonstrates knowledge of basic delegation, leadership management skills, and coordinates resources to assure optimal levels of health care for patients and their families. | | | | | | | | | | | |
|---|----|----|----|---|------|-----|-----|-----|--|--|--|
| DECS (clinical) | | | | Clinical objectives and examples of knowledge, skills, & behaviors | R -1 | R-2 | R-3 | R-4 | | | |
| 1 | 2 | 3 | 4 | 8. Identify the health care team in delivering care to patients and their families. | | | | | | | |
| A1 | C2 | A3 | B3 | Satisfactory: Consistently identifies and documents additional members of the health care team on the Clinical Performance Criteria. | | | | | | | |
| B5 | C4 | A5 | B5 | | | | | | | | |
| B6 | C5 | B1 | C3 | | | | | | | | |
| B9 | D4 | C1 | C4 | | | | | | | | |
| C1 | E3 | | D1 | | | | | | | | |
| C2 | E6 | | D2 | Needs Improvement: Requires assistance in identifying and documenting additional members of the health care team on the Clinical Performance Criteria. | | | | | | | |
| C3 | E8 | | D3 | | | | | | | | |
| D4 | F3 | | D6 | | | | | | | | |
| | F5 | | | | | | | | | | |
| | G2 | | | | | | | | | | |
| | H3 | | | Unsatisfactory: Does not identify or document additional members of the health care team on the Clinical Performance Criteria. | | | | | | | |
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| B5 | C2 | B1 | A2 | 9. Identify appropriate referral sources to meet the needs of patients and their families. | | | | | | | |
| B9 | C4 | D2 | A3 | Satisfactory: Consistently identifies and documents appropriate referral sources on the Clinical Performance Criteria. | | | | | | | |
| C2 | C5 | | B5 | | | | | | | | |
| D4 | G2 | | C2 | | | | | | | | |
| | H3 | | D2 | | | | | | | | |
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| | | | | Needs Improvement: Requires assistance in identifying and documenting appropriate referral sources on the Clinical Performance Criteria. | | | | | | | |
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| | | | | Unsatisfactory: Does not identify or document appropriate referral sources on the Clinical Performance Criteria. | | | | | | | |
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| Graduate Outcome: SAFETY - Implements appropriate interventions to promote a quality and safe environment for patients and their families. (ELA 1) | | | | | | | | | | | |
|--|-----|----|----|--|------|-----|-----|-----|--|--|--|
| DECS (clinical) | | | | Clinical objectives and examples of knowledge, skills, & behaviors | R -1 | R-2 | R-3 | R-4 | | | |
| 1 | 2 | 3 | 4 | 10. Recognize National Patient Safety Goals, Standards of Care, and Policy and Procedures in a variety of health care settings. | | | | | | | |
| A3 | A1 | A2 | | | | | | | | | |
| B5 | A4 | A4 | | Satisfactory: Consistently looks up Policy and Procedures and delivers care utilizing Standards of Care and National Patient Safety Goals. | | | | | | | |
| B6 | C1 | B3 | | | | | | | | | |
| C6 | C3 | B4 | | | | | | | | | |
| D4 | C5 | B7 | | | | | | | | | |
| D5 | D1 | C3 | | | | | | | | | |
| | F2 | | | | | | | | | | |
| | G2 | | | Needs Improvement: Requires reminding of necessity of utilizing Policy and Procedures, Standards of Care and National Patient Safety Goals to deliver care. | | | | | | | |
| | H6 | | | | | | | | | | |
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| | | | | Unsatisfactory: Does not utilize Policy and Procedures, Standards of Care or the National Patient Safety Goals to deliver care. | | | | | | | |
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| A2 | C1 | A2 | D1 | 11. Implement safe care for cost effective nursing care in collaboration with members of the Health care team. | | | | | | | |
| B6 | C6 | A4 | | Satisfactory: Consistently implements safe, cost effective nursing care in collaboration with members of the health care team as evidenced by organizing and prioritizing patient care. | | | | | | | |
| C5 | D2 | B1 | | | | | | | | | |
| | E10 | B6 | | | | | | | | | |
| | E12 | C2 | | | | | | | | | |
| | | D1 | | | | | | | | | |
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| | | | | Needs Improvement: Requires assistance in organizing and prioritizing safe, cost effective nursing care. | | | | | | | |
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| | | | | Unsatisfactory: Does not organize or prioritize in delivering safe, cost effective nursing care. | | | | | | | |
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| Graduate Outcome: PROFESSIONALISM - Demonstrates knowledge of professional development and incorporates evidence-based practice in the nursing profession. Incorporates concepts of caring, including moral, ethical, legal standards while embracing the spiritual, cultural, and religious influences on patients and their families. (ELA1) | | | | | | | | | | | |
|--|----|----|----|--|--|--|--|------|-----|-----|-----|
| DECS (clinical) | | | | Clinical objectives and examples of knowledge, skills, & behaviors | | | | R -1 | R-2 | R-3 | R-4 |
| 1 | 2 | 3 | 4 | 12. Recognize clinical data, current literature, and resources and outcomes to therapeutic interventions to make appropriate nursing practice decisions. | | | | | | | |
| B6 | A3 | B3 | A3 | <p>Satisfactory: Consistently supports planned nursing interventions by scientific rationale researches patient medication and includes implications related to nursing care in written nursing process and administers medication safely.</p> <p>Needs Improvement: Requires assistance supporting planned nursing interventions by scientific rationale, researching patient medication and including implications related to nursing care in written nursing process and administering medications safely.</p> <p>Unsatisfactory: Does not support planned nursing interventions with scientific rationale, or research patient medication and include implications related to nursing care in written nursing process and in administering medications safely.</p> | | | | | | | |
| C1 | A4 | B7 | D4 | | | | | | | | |
| D1 | C3 | | E3 | | | | | | | | |
| | E5 | | | | | | | | | | |
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| B4 | D2 | A2 | D4 | 13. Define the responsibility for professional and personal growth and development. | | | | | | | |
| B6 | E3 | D1 | | <p>Satisfactory: Consistently identifies behaviors which need change or modifications, seeks learning experiences, demonstrates flexibility/adaptability when situations or when assignments change and comply with professional appearance requirements according to SPC Policy.</p> <p>Needs Improvement: Requires assistance/reminders to identify behaviors which need change or modification, seeking learning experiences, demonstrating flexibility/ adaptation when situations or when assignments change and complying with professional appearance requirements according to SPC Policy.</p> <p>Unsatisfactory: Does not identify behaviors which need change or modification, seeking learning experiences, demonstration flexibility/adaptation when situations or when assignments change and complying with professional appearance requirements according to SPC Policy.</p> | | | | | | | |
| B8 | F1 | | | | | | | | | | |
| D1 | G5 | | | | | | | | | | |
| D3 | | | | | | | | | | | |
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| Graduate Outcome: PROFESSIONALISM - Demonstrates knowledge of professional development and incorporates evidence-based practice in the nursing profession. Incorporates concepts of caring, including moral, ethical, legal standards while embracing the spiritual, cultural, and religious influences on patients and their families. | | | | | | | | |
|---|-----|----|----|--|------|-----|-----|-----|
| DECS (clinical) | | | | Clinical objectives and examples of knowledge, skills, & behaviors | R -1 | R-2 | R-3 | R-4 |
| 1 | 2 | 3 | 4 | 14. Recognize ethical and legal responsibility and accountability for one's nursing practice. | | | | |
| A1 | B5 | A2 | C2 | Satisfactory: Consistently communicates with instructor prior to proceeding with unfamiliar nursing actions, reports errors to instructor/staff immediately and accurately, and recognize actions appropriate for delegation. | | | | |
| B2 | D1 | A4 | C4 | | | | | |
| B5 | E6 | B1 | D1 | | | | | |
| B8 | E12 | C1 | | | | | | |
| C3 | | D1 | | | | | | |
| C5 | | E1 | | Needs Improvement: Requires reminders to communicate with instructor prior to performing unfamiliar patient care activities, reporting errors accurately to instructor/staff in timely manner and recognizing actions appropriate for delegation. | | | | |
| D4 | | | | | | | | |
| | | | | | | | | |
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| | | | | Unsatisfactory: Does not communicate with instructor prior to performing unfamiliar patient care activities, reporting errors accurately and in a timely manner to instructor/staff and recognizing actions appropriate for delegation. | | | | |
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| A3 | A1 | A2 | A1 | 15. Understanding the actions of a health care advocate to provide quality health care while embracing the spiritual, cultural, and religious influences on patients and their families. | | | | |
| B3 | B4 | A4 | A3 | Satisfactory: Consistently maintains nurse/patient relationship confidentiality, protects patient privacy and documents health care advocacy while embracing spiritual, cultural, and religious influences of patients and their families. | | | | |
| B6 | C2 | B1 | D4 | | | | | |
| C3 | C5 | B6 | E3 | | | | | |
| C5 | D3 | E1 | | | | | | |
| C6 | E1 | | | | | | | |
| D4 | E2 | | | Needs Improvement: Requires prompting to maintain nurse/client relationship confidentiality, protecting patient privacy and documenting health care advocacy while embracing spiritual, cultural and religious influences of patients and their families. | | | | |
| | E13 | | | | | | | |
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| | | | | Unsatisfactory: Does not maintain nurse/client relationship confidentiality, protect privacy and documenting health care advocacy while embracing spiritual, cultural, and religious influences of patients and their families. | | | | |
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Graduate Outcome: PROFESSIONALISM - Demonstrates knowledge of professional development and incorporates evidence-based practice in the nursing profession. Incorporates concepts of caring, including moral, ethical, legal standards while embracing the spiritual, cultural, and religious influences on patients and their families.

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