



VNSG 1260 Medical-Surgical I Clinical

Course Syllabus: Fall 2020

“Northeast Texas Community College exists to provide responsible, exemplary learning opportunities.”

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Office Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Online
	1330-1730	1300-1500	0800-1200	Clinical	ZOOM only by appointment	8-8 M-F email or Bb

This syllabus serves as the documentation for all course policies and requirements, assignments, and instructor/student responsibilities.

Information relative to the delivery of the content contained in this syllabus is subject to change. Should that happen, the student will be notified.

Catalog Course Description (include prerequisites):

Two hour credit. Detailed education, training and work-based experience, plus direct patient/client care at a clinical site. Includes clinical and on-campus clinical instruction using web-based electronic health record/simulation laboratory, supervision, evaluation, and placement. Focus is on meeting basic needs for a variety of clients with common medical surgical disorders. Ten hours of clinical experience each week. Prerequisite: Admission into the VN program. Mandatory Co-requisite: VNSG 1502, VNSG 1429 and VNSG 1304.

Required Textbook(s): THESE BOOKS MAY BE USED IN OTHER COURSES AS WELL. THE NUMBERS INCLUDE:VNSG 1304, VNSG 1429 OR VNSG 1502.

ATI Book Bundle(All books), (n.d)

Jarvis, C. (2020). *Pocket Companion for Physical Examination and Health Assessment* (8th ed.). St. Louis, MO: Elsevier.ISBN:978-0-3235-3202-0

Karch, A. M. (2020). *Lippincott Pocket Drug Guide for Nurses* (17th ed.). Philadelphia: Wolters Kluwer.ISBN:978-1-7196-4005-3

Ogden, Sheila J.; Fluharty, Linda K. (2019). *Calculation of Drug Dosages: A Work Text* (11th ed.). St Louis: Elsevier Health Services. ISBN:978-0-3235-5128-1

Silvestri, Linda A.; Silvestri, Angela E. (2019). *Saunders Comprehensive Review for the NCLEX-PN Examination* (7th ed.). St Louis, MO: Elsevier. ISBN: 978-0-3234-8488-6

Williams, L.S, Hopper, P.D. (2019). *Student Workbookd for Understanding Medical Surgical Nursing* (6th ed.). Philadelphia, PA: F.A. Davis. ISBN:978-0-8036-6900-0

Williams, L.S., Hopper, P.D. (2019). *Understanding Medical Surgical Nursing* (6th ed.). Philadelphia, PA: F.A. Davis. ISBN:978-0-8036-6898-0

Yoost, B.L., Crawford, L.R. (2020). *Fundamentals of Nursing* (2nd ed.). St Louis MO: Elsevier. ISBN:978-0-323-50864-3

Yoost, B.L., Crawford, L.R. (2020). *Study Guide for Fundamentals of Nursing* (2nd ed.). St Louis, MO: Elsevier. ISBN:978-0-3236-2486-2

Recommended Reading(s):

Van Leeuwen, A. M. (2019). Davis' Comprehensive Handbook Lab and Diagnostic Tests with Nursing Implications (8th ed.). Philadelphia, PA: F.A. Davis. ISBN:978-0-8036-7495-0

Student Learning Outcomes: The following Course Level Objectives (CLO) are based on and adapted from the Differentiated Essential Competencies of Graduates of Texas Nursing Programs Evidenced by Knowledge, Clinical Judgements, and Behaviors developed by the Texas Board of Nursing (2011), as appropriate and applicable to the Medical-Surgical course.

Student outcomes that meet Differentiated Entry Level Competencies are as follows:

A. As Member of the Profession:

1. 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.
2. Assume responsibility and accountability for the quality of nursing care provided to patients and their families.
3. Contribute to activities that promote the development and practice of vocational nursing.
4. Demonstrate responsibility for continued competence in nursing practice, and develop insight through reflection, self-analysis, self-care, and lifelong learning.

B. Provider of Patient-Centered Care:

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

2. Assist in determining the physical and mental health status, needs, and preferences of culturally, ethnically, and socially diverse patients and their families based on interpretation of health-related data.
3. Report data to assist in the identification of problems and formulation of goals/outcomes and patient-centered plans of care in collaboration with patients, their families, and the interdisciplinary health care team.
4. Provide safe, compassionate, basic nursing care to assigned patients with predictable health care needs through a supervised, directed scope of practice.
5. Implement aspects of the plan of care within legal, ethical, and regulatory parameters and in consideration of patient factors.
6. Identify and report alterations in patient responses to therapeutic interventions in comparison to expected outcomes.
7. Implement teaching plans for patients and their families with common health problems and well-defined health learning needs.
8. Assist in the coordination of human, information, and material resources in providing care for assigned patients and their families.

C. Patient Safety Advocate:

1. Demonstrate knowledge of the Texas Nursing Practice Act and the Texas Board of Nursing Rules that emphasize safety, as well as federal, state, and local government and accreditation organization safety requirements and standards.
2. Implement measures to promote quality and a safe environment for patients, self and others.
3. Assist in the formulation of goals and outcomes to reduce patient risks.
4. Obtain instruction, supervision, or training as needed when implementing nursing procedures or practices.
5. Comply with mandatory reporting requirements of the Texas Nursing Practice Act.
6. Accept and make assignments that take into consideration patient safety and organizational policy.

D. Member of the Health Care Team:

1. Communicate and collaborate with patients, their families, and the interdisciplinary health care team to assist in the planning, delivery, and coordination of patient-centered care to assigned patients.
2. Participate as an advocate in activities that focus on improving the health care of patients and their families.
3. Participate in the identification of patient needs for referral to resources that facilitate continuity of care, and ensure confidentiality.
4. Communicate and collaborate in a timely manner with members of the interdisciplinary health care team to promote and maintain optimal health status of patients and their families.
5. Communicate patient data using technology to support decision making to improve patient care.
6. Assign nursing care to fellow VNs or unlicensed personnel based upon an analysis of patient or unit need.
7. Supervise nursing care provided by others for whom the vocational nurse is responsible.

The Texas State Board of Nurses (BON) provides differentiated essential competencies (DECs) (2010) to guide nursing education programs in developing a curriculum, which prepares graduates to provide safe, competent, compassionate care. The competencies from the BON show the expected level of performance, integrating knowledge, skills, abilities, and judgment based upon preparation in the program of study. The NTCC nursing faculty incorporate the Differentiated Essential Competencies (DECs) (2010) into the student learning outcomes of each course, based on the level of the nursing educational program. The student is responsible for accomplishment of all behavioral objectives either through class presentation or via independent study.

Evaluation:

Students will be evaluated by the instructor in the classroom, lab, and clinical. These evaluations may be of the student as an individual or as a member of the team, and may be provided verbally or in written form. Each student is provided the opportunity to evaluate the course and the instructor via campus-wide survey. Students are notified of this opportunity sometime in the second half of the semester.

Grading Policy:

Letter Grade Scale:

A= 90-100 points

B= 80-89 points

C= 78-79 points

F= below 78 points

Final Course Average:

Journal/Care Plan

100%

Clinical points deducted (not to exceed 22) if applicable

***IF THE STUDENT DOES NOT HAVE A GRADE OF 100 IN CLINICAL THEN THEY CANNOT AFFORD TO LOSE THE 22 POINTS.**

Per Grading Policy, Final grade will be determined by Final Course Average minus clinical deduction (if applicable). As a reminder, everyone has starts out with a grade of 100. A student can only lose a total of 22 clinical points before achieving an “F” in the class.

Evaluation/Grading Policy:

The performance grade will reflect compliance with clinical requirements and will be compiled in the following manner as specified in the VN Student Handbook:

In addition to multiple graded clinical documentation assignments, the student will be graded on performance. Any behavior found to be not in compliance with established policy and procedure will receive point deduction. This will include any behavioral point deductions in the classroom or skills lab, for example: classroom tardiness, uniform infringements, or clinical skills lab performance point deductions, among others. (Please refer to the Vocational Nursing Program Policy Handbook for complete policy on point system.) These points will be deducted from the final grade after all clinical assignments have been graded and averaged. For example, at the end of the semester, your

documentation average is a 96. Over the semester, you received five clinical point deductions totaling 5 points. Your final average will be 91 (A). {96-5=91}

A student success plan will be discussed and signed by the student/instructor as points are deducted or if mentoring/couching is performed.

As noted in the student handbook, an unsatisfactory clinical performance that reflects unethical behavior or places a patient at risk for harm will result in disciplinary action: minimal (probation) with maximum action being dismissal from the program without consideration for re-admission.

Pre-clinical plans will be evaluated by instructors.

Lectures & Discussions:

Teaching methodology includes: direct client care in the clinical setting (long-term care and acute care) under the direct supervision of the nursing program faculty or a nurse preceptor.

Client assessments with the formulation of clinical care plans, clinical pre-post conference in person or via NTCC Blackboard Learning System discussion board.

Additional teaching methodologies include: guest speakers, unfolding clinical case studies, high-fidelity Simulation laboratory case scenarios, role playing/modeling, clinical presentations, and face-to-face/written evaluations of the student's clinical performance by clinical instructors.

Tests/Exams:

Per student written, verbal, and demonstrative performance in the clinical/simulation lab setting

Assignments:

Clinical assignments/high-fidelity simulation lab (on and off campus), unfolding case studies and the clinical schedule will be posted in the course calendar and downloaded from the Blackboard Learning System.

Other Course Requirements:

Access to a computer laptop/tablet, reliable internet access, student uniforms and assessment equipment, a working knowledge of Word, Excel, Email and Blackboard Learning System functionality plus web based learning environments

Student Responsibilities/Expectations:

Refer to VN Student Handbook for specifics.

Alternate Operations During Campus Closure and/or Alternate Course Delivery Requirements In the event of an emergency or announced campus closure due to a natural disaster or pandemic, it may be necessary for Northeast Texas Community College to move to altered operations. During this time, Northeast Texas Community College may opt to continue delivery of instruction through methods that include, but are not limited to, online through the Blackboard Learning Management System, online conferencing, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor NTCC's website (<http://www.ntcc.edu/>) for instructions about continuing courses remotely, Blackboard for each class for coursespecific communication, and NTCC email for important general information. Additionally, there may be instances where a course may not be able to be continued in the same delivery format as it originates (face-to-face, fully online, live remote, or hybrid). Should this be

the case, every effort will be made to continue instruction in an alternative delivery format. Students will be informed of any changes of this nature through email messaging and/or the Blackboard course site.

NTCC Academic Honesty Statement:

"Students are expected to complete course work in an honest manner, using their intellects and resources designated as allowable by the course instructor. Students are responsible for addressing questions about allowable resources with the course instructor. NTCC upholds the highest standards of academic integrity. This course will follow the NTCC Academic Honesty policy stated in the Student Handbook."

Academic Ethics

The college expects all students to engage in academic pursuits in a manner that is beyond reproach. Students are expected to maintain complete honesty and integrity in their academic pursuit. Academic dishonesty such as cheating, plagiarism, and collusion is unacceptable and may result in disciplinary action. Refer to the student handbook for more information on this subject.

ADA Statement:

It is the policy of NTCC to provide reasonable accommodations for qualified individuals who are students with disabilities. This College will adhere to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to request accommodations. An appointment can be made with Kat Belew, Academic Advisor/Coordinator of Special Populations located in the College Connection. She can be reached at kbelew@ntcc.edu . For more information and to obtain a copy of the Request for Accommodations, please refer to the [NTCC website - Special Populations](#).

Family Educational Rights and Privacy Act (FERPA):

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's educational records. These rights transfer to the student when he or she attends a school beyond the high school level. Students to whom the rights have transferred are considered "eligible students." In essence, a parent has no legal right to obtain information concerning the child's college records without the written consent of the student. In compliance with FERPA, information classified as "directory information" may be released to the general public without the written consent of the student unless the student makes a request in writing. Directory information is defined as: the student's name, permanent address and/or local address, telephone listing, dates of attendance, most recent previous education institution attended, other information including major, field of study, degrees, awards received, and participation in officially recognized activities/sports.

Other Course Policies:

Refer to the VN Program Handbook for specific policies.

DATES TO REMEMBER:

10/15 CLINICAL BEGINS

10/22 CLINICAL

10/29 CLINICAL

11/5 CLINICAL

11/12 CLINICAL

11/19 CLINICAL

11/26 **NO CLINICAL (HAPPY THANKSGIVING)**

12/2-12/3 CLINICAL EVALUATIONS