

**CLINICAL: REGISTERED NURSING/REGISTERED NURSE I RNSG 1160**



**LAMAR INSTITUTE OF TECHNOLOGY**

**CREDIT**

1 Semester Credit Hours (0 hours lecture, 6 hours lab) 96 Contact Hours

**MODE OF INSTRUCTION**

Face to Face

**PREREQUISITE/CO-REQUISITE:**

Prerequisite: Admission to the nursing program

Co-Requisite requirements: RNSG 1311, RNSG 1128, RNSG 1125

Companion: RNSG 1330, RNSG 1216

**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.

**COURSE OBJECTIVES/ COURSE MEASURABLE STUDENT LEARNING OUTCOMES**

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	<b>Upon completion of this course, the student will be able to</b>	<b>Companion Course Outcome (RNSG 1330)</b>	<b>End of Program Student Learning Outcome (EOP SLO)</b>	<b>Differentiated Essential Competency (DEC)</b>
1.	*As outlined in the learning plan, apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry.	1,3,4	1,2,3,4,5,6,7,8	<b>MOP-CJ:</b> B1 <b>PCC-CJ:</b> B9a, C1, C6 <b>PSA-CJ:</b> F1 <b>MHCT-CJ:</b> C4
2.	*Demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal	5,8,10	1,2,3,4,5,6,7,8	<b>MOP-CJ:</b> B1, B2a <b>PCC-CJ:</b> D2c, E4, E6d

	communication skills using the terminology of the occupation and the business/industry.			<b>MHCT-CJ:</b> A2a, D3a, D3c, D4
3.	Identify the role of the professional nurse within the nurse's legal scope of practice and in accordance with policies in the practice setting.	5	1	<b>MOP-CJ:</b> A1, A3a, B1, B2a, B6a, B7, B9, C5 <b>PCC-CJ:</b> D1 <b>PSA-CJ:</b> A2, D1, D2, D3, F1 <b>MHCT-CJ:</b> D2a
4.	Explain evidence-based clinical reasoning and judgments for optimal patient outcomes.	6	2	<b>MOP-CJ:</b> B6c <b>PCC-CJ:</b> A1, A3, A4, B5, D2a, E12a <b>PSA-CJ:</b> C1 <b>MHCT-CJ:</b> A3
5.	Report evidence-based practice outcomes as a basis for decision-making for diverse patients and groups across the lifespan.	7	3	<b>MOP-CJ:</b> B5c <b>PCC-CJ:</b> A3, C5, E12b, E5b <b>PSA-CJ:</b> C1 <b>MHCT-CJ:</b> A3
6.	Implement compassionate, theory-based, individualized, culturally sensitive and patient-centered care including therapeutic communication for diverse patients across the lifespan.	8	4	<b>MOP-CJ:</b> B3a,b,c <b>PCC-CJ:</b> B1, C1, D1, D3a, E1, E5a, E9
7.	Locate patient goals, assignments, delegation tasks, and mandatory reporting based on knowledge of the Texas Nursing Practice Act and best safety practices which reduce risk.	9	5	<b>MOP-CJ:</b> A1, A2, A3a,b, B1, B2a, B6a,b <b>PCC-CJ:</b> D4, H1, H2a,b, H4, H5a <b>PSA-CJ:</b> A5a, B6, E1, E2, E3, E4, F1
8.	Select teamwork and collaboration strategies in the role of healthcare advocate for diverse patients and groups across the lifespan.	10	6	<b>PCC-CJ:</b> C4, E1, G2a, G7 <b>MHCT-CJ:</b> A1, A2a,b, B1a, B3a,b,c, C3a

9.	Identify interprofessional care and teamwork strategies including professional communication during global health emergencies, pandemics, and other situations to promote health, patient safety, equity, and inclusion.	11	7	<b>PCC-CJ:</b> C4, D3b, E3b, F5c <b>PSA-CJ:</b> C1, C2a,b, C3 <b>MHCT-CJ:</b> A1, A2a,b, C2a, G1
10.	Report goals and strategies for diverse patients/families across the lifespan and in various settings, for health promotion, disease prevention, rehabilitation, health maintenance, and the restoration of health.	12	8	<b>PCC-CJ:</b> C2, E2c <b>PSA-CJ:</b> C1, C2a,b, C3 <b>MHCT-CJ:</b> A2a

Note: \* indicates WECM End-of-Course Outcome.

#### INSTRUCTOR CONTACT INFORMATION

Instructor: LeAnn J. Chisholm-Springer PhD, RN, CNE, CHSE  
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Instructor: Misty Jones, MSN, RN (Co-Course Leader)  
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 Office Location: WAHTC 340  
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 Wednesday 8:30 – 11:00  
 Friday 9:00 – 10:00

Instructor: Kristin Bolser, MSN, RN  
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Instructor: Dr. Stacey Ojemeni  
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Office Hours: Wednesdays 9:00 a.m. - 10:30 a.m. and 12:00 p.m. - 3:00 p.m.

Instructor: Nicole Schroeder, MSN, RN  
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Adjunct Instructor: Brooke Manuel RN, BSN, FNP-C  
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Adjunct Instructor: Cameron Fontenot RN, BSN, FNP-C  
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Office Location: WAHTC 344  
Office Hours: Email for appointment

### **REQUIRED TEXTBOOK AND MATERIALS**

Gulanick, M. & Myers, J. (2022). *Nursing Care Plans* (10th ed.). Elsevier Health Sciences (US).

Kee, J.L., Marshall, S.M., Woods, K. & Forrester, M.C. (2023). *Clinical Calculations* (10th ed.). Elsevier Health Sciences (US).

Lilley, L., Collins, S. R. & Snyder, J. (2023) *Pharmacology and the Nursing Process* (10th ed.). Elsevier Health Sciences (US).

Mosby (2022). *Mosby's Medical Dictionary* (11th ed.). Elsevier Health Sciences (US).

Pagana, K.D. & Pagana, T.J. (2022). *Mosby's Manual of Diagnostic and Laboratory Tests* (7th ed.). Elsevier Health Sciences (US).

Rogers, J. (2023). *McCance & Huether's Pathophysiology* (9th ed.). Elsevier Health Sciences (US).

Sherpath for Lilley, L., Collins, S. R. & Snyder, J. (2023) *Pharmacology and the Nursing Process* (10th ed.). Elsevier Health Sciences (US).

Sherpath for Rogers, J. (2023). *McCance & Huether's Pathophysiology (9th ed.)*. Elsevier Health Sciences (US).

Sherpath for Yoost, B.L. & Crawford, L.R. (2020). *Fundamentals of Nursing: Active Learning for Collaborative Practice*. Elsevier.

Skidmore-Roth (2024). *Mosby's Drug Guide for Nursing Students (15th ed.)*. Elsevier Health Sciences (US).

Texas Board of Nursing (2021). Texas Board of Nursing: Nurse Practice Act. Retrieved from [https://www.bon.texas.gov/pdfs/law\\_rules\\_pdfs/nursing\\_practice\\_act\\_pdfs/NPA2021.pdf](https://www.bon.texas.gov/pdfs/law_rules_pdfs/nursing_practice_act_pdfs/NPA2021.pdf).

Yoost, B.L. & Crawford, L.R. (2020). *Fundamentals of Nursing: Active Learning for Collaborative Practice*. Elsevier. (Sherpath)

### **ATTENDANCE POLICY**

Students are expected to attend all classroom, laboratory, and clinical experiences. Therefore, absences should not be scheduled. If a student experiences an unplanned absence (illness or emergency), the student must contact the course faculty member by email or the administrative associate for the nursing program prior to the scheduled class, laboratory, or clinical time and provide documentation of the absence. Failure to notify faculty and/or provide adequate documentation of the absence may result in an unexcused absence and initiation of the disciplinary process.

### **DROP POLICY**

If you wish to drop a course, you are responsible for initiating and completing the drop process. If you stop coming to class and fail to drop the course, you will earn an "F" in the course.

### **OUTLINE: Preconference/Post conference**

- I. Communication/ Scope of Practice
- II. Health History & Assessment
- III. Growth & Development
- IV. Diversity & Cultural Competence
- V. Nursing Process
  - A. Comfort
  - B. Elimination
  - C. Functional Ability
  - D. Mobility
  - E. Nutrition
  - F. Sensory Perception
  - G. Sleep
  - H. Thermoregulation
  - I. Tissue Integrity

J. Human Development

**COURSE CALENDAR**

TOPIC	ASSIGNMENTS (Due on this Date)
Orientation (on campus)	
Skilled Nursing Unit Orientation, Diversity & Cultural Competence	<ul style="list-style-type: none"> <li>• Scavenger Hunt (nursing unit)</li> <li>• Vital Sign, Hygiene, Nutrition</li> <li>• Clinical Documentation</li> <li>• Journal Entry: Respecting and supporting diversity</li> </ul>
Communication Health History & Assessment	<ul style="list-style-type: none"> <li>• Practice Health History (colleague)</li> <li>• Vital Sign, Hygiene, Nutrition</li> <li>• Clinical Documentation</li> <li>• Journal</li> </ul>
Health History & Assessment	<ul style="list-style-type: none"> <li>• Health History and Assessment (older adult)</li> <li>• Vital Sign, Hygiene, Nutrition</li> <li>• Clinical Documentation</li> <li>• Journal</li> </ul>
Nursing Process & Clinical Judgment Model	<ul style="list-style-type: none"> <li>• Health History and Assessment (older adult)</li> <li>• Practice Nursing Process and CJM (Topics): Comfort, Elimination, Functional Ability</li> <li>• Vital Sign, Hygiene, Nutrition</li> <li>• Clinical Documentation</li> <li>• Journal</li> </ul>
Mid-term Evaluations	On Campus
Nursing Process & Clinical Judgment Model Growth & Development	<ul style="list-style-type: none"> <li>• Health History and Assessment (older adult)</li> <li>• Practice Nursing Process and CJM</li> <li>• Erickson's Developmental Stages (pediatric)</li> <li>• Vital Sign, Hygiene, Nutrition</li> <li>• Clinical Documentation</li> <li>• Journal</li> </ul>
Nursing Process & Clinical Judgment Model Growth & Development	<ul style="list-style-type: none"> <li>• Health History and Assessment (older adult)</li> </ul>

Teaching Principles	<ul style="list-style-type: none"> <li>• Practice Nursing Process and CJM</li> <li>• Teaching Project</li> <li>• Vital Sign, Hygiene, Nutrition</li> <li>• Clinical Documentation</li> <li>• Journal</li> </ul>
Nursing Process & Clinical Judgment Model	<ul style="list-style-type: none"> <li>• Practice Nursing Process and CJM (Topics): Mobility, Nutrition, Sensory Perception</li> <li>• Health History &amp; Nursing Process/Clinical Judgment Model (CJM)</li> <li>• Vital Sign, Hygiene, Nutrition</li> <li>• Clinical Documentation</li> <li>• Journal</li> </ul>
Nursing Process & Clinical Judgment Model	<ul style="list-style-type: none"> <li>• Topics: Sleep, thermoregulation, Tissue Integrity, Human Development</li> <li>• Final Health History, Assessment, &amp; Nursing Process/Clinical Judgment Model (CJM)</li> <li>• Vital Sign, Hygiene, Nutrition</li> <li>• Clinical Documentation</li> <li>• Journal</li> </ul>
Final Clinical Evaluation	On Campus

## CLINICAL ROTATIONS

Students will participate in clinical experiences at several different sites. Preconference preparation and discussion will be held at a designated place on the nursing unit. Students assigned to community settings will discuss daily activities when the faculty member rounds and at the specified post conference time. Specific student learning outcomes and activities will be required before and after each clinical experience at the following sites:

- Skilled Nursing
- Pre-K/Elementary School Teaching
- Adult Dayhab (Intellectual Disability)

## CLINICAL SKILLS

Students are not allowed to perform nursing skills without approval and supervision from the clinical faculty member. Students may not perform skills for which they have not performed successfully in the clinical skills lab.

## ASSIGNMENTS

1. Journal: patient safety, policies and procedures of agency
  - Complete one journal entry per week reflecting on the week's clinical rotation assignment, client/patient population, and student learning experiences. Do not include patient or staff identifying information. Remember, if you feel uncomfortable during a clinical experience or if a situation is beyond your level of education, you must contact the clinical instructor immediately. The weekly journal entry should be at least 5 sentences, but no more than 1 page.
  - Describe your thoughts and feelings about this week's clinical experience. (Learning opportunities, successes, areas for improvement.)
  - In addition, each journal entry should address one of the following course measurable learning outcomes. By the end of the semester, all outcomes must be addressed at least once. (Include the statement below with your journal entry.)
    - **Outcome 3:** Identify a practice observed by your assigned nurse which was consistent with the policy of the practice setting. Describe the policy.
    - **Outcome 4 & 5:** Summarize an evidence-based practice article which reflects evidence utilized in the practice setting this week to make decisions or evidence which needs to be utilized in the practice setting for a particular situation (provide APA reference and link for the article).
    - **Outcome 6:** How did you individualize care today? (Include demonstrating compassion, theory-based care, patient-centered care, and demonstrate support for diversity)
2. Vital Signs
  - Once the skills of vital signs are completed in the skills lab, students will be expected to complete vital signs on the assigned patient each clinical day.
3. Hygiene
  - Once the skill of hygiene care is completed in the skills lab, students will be expected to complete hygiene care on the assigned patient each clinical day.
4. Teaching Project
  - Students will work with an assigned student group to develop a teaching project for a population/group of clients. This activity will meet the following learning outcomes.



- **Outcome #6:** *Implement compassionate, theory-based, individualized, culturally sensitive and patient-centered care including therapeutic communication for diverse patients across the lifespan.*
  - **Outcome #10:** *Report goals and strategies for diverse patients/families across the lifespan and in various settings, for health promotion, disease prevention, rehabilitation, health maintenance, and the restoration of health.*
5. Health History & Nursing Process/ Clinical Judgment Model (CJM)
    - **Health History and Assessment:** Obtain assessment data from direct observation, assessment, and obtaining information from the patient or primary caregiver. DO NOT leave blanks. State potential considerations/concerns if patient does not identify any. Students will complete forms based on knowledge level and assessment skills learned in the Professional Nursing Competencies course.
    - **Nursing Process/ Clinical Judgment Model:** Utilize the Health History and Assessment data to develop a plan of care using the Nursing Process and Clinical Judgment Model worksheet. DO NOT leave blanks. Incomplete forms will not be graded and will be returned to the student for completion. Faculty will facilitate student development using the Clinical Judgment Model worksheet during preconference, the clinical day, and post conference. Satisfactory performance ( $\geq 75\%$ ) is required by the end of the clinical rotation.
  6. Evidence-based Practice Activity: Summarize an evidence-based practice article which reflects evidence utilized in the practice setting this week to make decisions or evidence which needs to be utilized in the practice setting for a particular situation (provide APA reference and link for the article).
  7. Pre-K/Elementary School Learning Outcomes Activity
  8. Adult Dayhab Learning Outcomes Activity
    - Participate in the clinical learning experience for the assigned area (Adult Dayhab or Assisted Living). Utilize the Adult Dayhab Learning Outcomes Activity questions based on this setting to guide the learning experience. Use the grading rubric/criteria activity as a guide and submit in Blackboard by the due date.

## **COURSE EVALUATION**

Student Learning Outcomes in clinical are measured using the Clinical Evaluation Instrument (CEI) at mid-term (Mid-term Evaluation) and at the end of the semester (Final Evaluation). At the mid-term, students may receive “Exceeds Standard”, “Meets Standard”, or “Needs Improvement.” Students must improve any “Needs Improvement” areas prior to the Final Evaluation in order to pass the clinical course. Final Evaluation clinical grades are calculated based on points earned for each Student Learning Outcome. A grade of 75% or greater is required in order to pass the clinical course.

## **GRADE SCALE**

90-100	A	
80-89	B	
75-79	C	*Required for progression in nursing.
60-69	D	
0-59	F	

## **TECHNICAL REQUIREMENTS**

The latest technical requirements, including hardware, compatible browsers, operating systems, etc. can be online at <https://lit.edu/online-learning/online-learning-minimum-computer-requirements>. A functional broadband internet connection, such as DSL, cable, or WiFi is necessary to maximize the use of online technology and resources.

## **DISABILITIES STATEMENT**

The Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights for persons with disabilities. LIT provides reasonable accommodations as defined in the Rehabilitation Act of 1973, Section 504 and the Americans with Disabilities Act of 1990, to students with a diagnosed disability. The Special Populations Office is located in the Eagles' Nest Room 129 and helps foster a supportive and inclusive educational environment by maintaining partnerships with faculty and staff, as well as promoting awareness among all members of the Lamar Institute of Technology community. If you believe you have a disability requiring an accommodation, please contact the Special Populations Coordinator at (409)-951-5708 or email [specialpopulations@lit.edu](mailto:specialpopulations@lit.edu). You may also visit the online resource at [Special Populations - Lamar Institute of Technology \(lit.edu\)](#).

## **STUDENT CODE OF CONDUCT STATEMENT**

It is the responsibility of all registered Lamar Institute of Technology students to access, read, understand and abide by all published policies, regulations, and procedures listed in the *LIT Catalog and Student Handbook*. The *LIT Catalog and Student Handbook* may be accessed at [www.lit.edu](http://www.lit.edu). Please note that the online version of the *LIT Catalog and Student Handbook* supersedes all other versions of the same document.

## **STARFISH**

LIT utilizes an early alert system called Starfish. Throughout the semester, you may receive emails from Starfish regarding your course grades, attendance, or academic performance. Faculty members record student attendance, raise flags and kudos to express concern or give praise, and you can make an appointment with faculty and staff all through the Starfish home page. You can also login to Blackboard or MyLIT and click on the Starfish link to view academic alerts and detailed information. It is the responsibility of the student to pay attention to these emails and information in Starfish and consider taking the recommended actions. Starfish is used to help you be a successful student at LIT.

## **ADDITIONAL COURSE POLICIES/INFORMATION**

### **COURSE GRADING AND ASSIGNMENTS**

Class attendance and satisfactory completion of all assignments is essential in order to be successful in the course.

### **DRUG CALCULATION EXAM**

A drug calculation exam will be given prior to students being allowed to administer medications during clinical. Students must pass the exam with a 90%. Remediation is required for a score less than 90%. Students will be given three opportunities to score 90% or greater. Remediation is required between attempts. Failure to pass the drug calculation exam on the third attempt will constitute course failure.

### **LATE ASSIGNMENTS**

Late assignments are generally not accepted in this course. Due dates for activities are clearly marked on the syllabus and consistent with the clinical experience. Failure to complete pre-clinical assignments will constitute unpreparedness for clinical and students will be referred immediately back to the Nursing Program Director. Students who are unprepared will not be allowed to remain at the clinical site. Students with extenuating circumstances such as severe illness or victims of a natural disaster must notify the faculty member of the circumstance and work collaboratively with faculty prior to the due date on the assignment to develop a plan for submitting the assignment. This collaboration should occur prior to the weekend or school holiday. Assignments will not be accepted late without prior arrangements. Students who are sick on exam day must notify faculty by email prior to the exam start time. Valid documentation must be provided to the faculty member in order for arrangements to be made for retaking the exam or an alternate solution as determined by the Nursing Program Director.

### **PERMISSION TO RECORD LECTURE/DISCUSSION**

Students are not allowed to record (audio or video) lectures or class discussions without the expressed permission of the faculty member. This includes pictures of presentations.

### **CIVILITY**

Learning can be an intimidating experience for some students. It is imperative that students in the AASN program are respectful and civil to student colleagues as well as faculty in order to facilitate a safe and effective learning environment. It is imperative for students to realize that all students do not process information in the same manner or learn information in the same way. The AASN program faculty respect the diversity of our students which includes diversity of learning styles. Civility is maintained when there is order, respect for the teaching and learning process, empathy, and consideration for others. Students are expected to demonstrate civility in the classroom, online environment, and in all face-to-face as well as electronic communications. Demonstrations of uncivil behavior are unacceptable, do not demonstrate attributes of a professional nurse, and may result in initiation of the disciplinary process including but not limited to the student being excused from the experience, course, and potentially the nursing program.

