



**Technical College of the Lowcountry**  
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**NUR 265**  
**Nursing Concepts and Clinical Practice II**  
**SPRING 2019**

**Course Description**

NUR 265 Nursing Concepts & Clinical Practice II, Lecture 4 Lab 6 Cr. 6

This course is a continuation of the application of critical thinking skills and nursing concepts in the care of adult clients with selected health problems in a variety of settings.

Prerequisites: BIO 225, ENG 101, NUR 155, NUR 158

Corequisite: NUR 162

**Course Focus**

This course focuses on expanding the clinical and conceptual application of patient care skills when caring for adults and children.

**Text and References**

Hoffman, J.J. & Sullivan, N.J. (2017). *Medical-surgical nursing: Making connections to practice* (1st ed.). Philadelphia, PA: F.A. Davis Company. (Required)

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association. (Recommended)

Nursing drug guide (less than two years old) (Required)

**Laboratory Requirements**

NUR 265 Laboratory Pack

Gloves

**Course Outcomes.** Upon successful completion of the course a student will be able to:

1. Differentiate the scope of practice of the Registered Nurse from that of other members of the health care team. (1)
2. Assess the holistic health needs of individuals within the context of the family. (4, 5, 6)
3. Examine the process of making therapeutic decisions. (4, 5, 6)
4. Compare the nursing implications of care for patients with predictable and unpredictable health concerns. (all)

**Clinical Outcomes.** Upon successful completion of the clinical component of this course a student will be able to:

1. Demonstrate professional behavior. (1)\*
2. Develop basic teaching plans for individuals, families, and members of the health care team. (2, 3, 6)\*
3. Use effective communication with individuals, families, and members of the health care team. (2)\*
4. Use clinical decision making to provide therapeutic nursing care. (6)\*
5. Construct individualized plans of care using all steps of the nursing process. (all)\*

\*Identify curriculum concepts related to program outcomes

### **Course Goals**

The following list of course goals will be addressed in the course. (\*designates a CRUCIAL goal)

1. obtain informed consent
2. detail nursing interventions
3. teach clients
4. assess fluid balance and imbalance\*
5. select nursing intervention
6. assess respiratory system
7. troubleshoot oxygen therapy issues\*
8. assess teaching learning process factors
9. classify common drug therapies\*
10. communicate inflammation immune response concepts
11. compare common health definitions
12. compare emergency personnel roles
13. compare primary and secondary immunodeficiencies
14. consider client specific problems
15. contrast common health definitions
16. create safe effective care environment\*
17. critique critically ill clients respiratory problems\*
18. describe adult learning best practice interventions
19. determine life threatening complications\*
20. differentiate nursing diagnosis and medical problems
21. discuss nursing interventions
22. discuss older adult health care concerns\*
23. evaluate client food choices
24. evaluate infection interventions
25. explain diagnostic cardiovascular pre and posttest care
26. analyze clients hydration status\*
27. analyze clinical manifestation changes
28. analyze clinical manifestations
29. analyze rhythm strip
30. discern illness prevention levels
31. explain intervention rationales
32. explain planned surgical procedures
33. identify common cardiac dysrhythmias
34. identify medical surgical nursing roles & responsibilities
35. illustrate critical thinking and evidence based practice relationship
36. interpret clients arterial blood gas values
37. interpret physical and diagnostic assessment findings
38. interpret serum electrolyte values
39. investigate intraoperative personnel responsibilities

40. justify commonly used therapies
41. list nursing responsibilities
42. manage client care
43. monitor drug therapy clients\*
44. perform client physical assessment
45. prevent infusion therapy complications
46. prioritize resuscitation interventions
47. promote health maintenance
48. critique medical surgical critical thinking processes
49. design discharge plan
50. diagnose client risk
51. encourage health maintenance
52. realize client risks
53. recognize clinical manifestations
54. recognize nursing primary care features
55. diagram complimentary therapies purpose and adverse effects
56. encourage health enhancing behaviors
57. identify nurse provided complementary and alternative therapies
58. illustrate elder neglect abuse signs and symptoms
59. promote wellness strategies
60. clarify diagnostic procedures
61. review nursing process key components
62. review tissue perfusion
63. select clinical documentation best practice interventions
64. translate disease related cancer consequences
65. understand altered cell growth and cancer development
66. understand genetic influence factors
67. select mind body therapy examples
68. state complementary and alternative therapies cultural aspects
69. characterize vascular access devices
70. delineate case management goals
71. categorize intravenous infusion therapy types
72. consider complementary and alternative therapies client care implications
73. delineate health maintenance organization and preferred provider organization
74. differentiate surgical purpose and types
75. adapt cultural assessment methods
76. address physical and emotional individual clients needs
77. depict post-mortem care
78. detect death pathophysiology
79. develop community based teaching plans

### **Student Contributions**

Classes are designed to employ a variety of teaching techniques. In order to maximize learning, required readings and Web enhanced sections should be completed prior to class. If a student is falling behind in clinical performance and/or academic achievement, it is imperative to seek immediate assistance from the instructor. To successfully complete this course, a student must have an appropriately equipped computer with Windows Media Player or equivalent software to download screencasts and podcasts.

In order to perform at a satisfactory level in the clinical area, students must be prepared, on a daily basis, to do the following:

1. demonstrate a thorough knowledge of patient's condition and related nursing care;
2. complete clinical assignments (e.g. written assignments, care planning, patient care), on time and in the prescribed manner;
3. arrive on time and in proper uniform as outlined in the TCL Nursing Handbook;
4. give a complete report on all assigned patients to the assigned nurse or charge nurse before leaving the clinical unit each day;
5. utilize the nursing process in the delivery of safe and competent patient care;
6. accurately perform nursing skills and procedures learned in campus lab;
7. correctly apply all previously mastered knowledge, skills, and abilities.

Students not prepared to care for his/her assigned patient(s) will be given an unsatisfactory for the day.

**Kaplan Achievement Assessments.** Kaplan achievement assessments are given to assist in the evaluation of individual student progress and to support student success. The dates for completion of these tests are posted on the course calendar. The student must score a 75% on the focused reviews and remediate for at least one minute on all items missed in order to receive a "complete". These reviews may be taken as many times as needed to reach the 75% score. Students will be assigned a date to complete the Kaplan Integrated testing in the testing center. Assigned dates will be posted to Blackboard. It is the student's responsibility to set up a time to test on the assigned date with the testing center. Students must score at or above the national normed average as assigned by Kaplan on the proctored exam. If the student scores below the national normed average, remediation will be assigned by the course coordinator. Failure to complete all Kaplan assignments by the dates indicated will result in a grade of Incomplete ("I") for the course and non-progression in the nursing program. Students having difficulty with focused reviews, integrated tests or remediation components of this course must speak personally with the course coordinator three (3) business days or more in advance of the published due dates.

**Nursing laboratory.** Nursing skill laboratory hours are a part of the total clinical hours for the course. Learning experiences in the nursing laboratory provide an opportunity for the student to become familiar with equipment and techniques. The student utilizes the nursing laboratory to practice new skills. Skills must be practiced in the laboratory before utilization in the clinical setting. Competence must be demonstrated in the nursing laboratory and clinical setting. Students are responsible for material covered in campus laboratory. In order to progress in the course and program, by the end of the course each student **MUST** achieve a satisfactory skill criterion and demonstrate competence in laboratory skills.

The student's performance is evaluated based on environmental contribution, attendance, professional attire and preparedness. Expectations include but are not limited to:

1. Contributing to a productive learning environment for self and others by
  - a. being prepared for lab activities by reading and watching assigned videos if applicable.
  - b. answering questions and identifying steps or processes regarding skills.
  - c. demonstrating mastery of skills.
  - d. remaining attentive.
  - e. maintaining a professional demeanor at all times.
2. Arriving and departing on time. Attendance is expected for each scheduled laboratory experience. Any time missed due to absence must be made up by the end of the semester in order to receive a satisfactory.
3. TCL Nursing Uniforms are to be worn in all laboratory learning sections. Students must adhere to the TCL Nursing Clinical Uniform policy anytime the student is in uniform.

## Course Evaluation

Clinical Experience	Satisfactory
Laboratory	Satisfactory
Kaplan Assignments	Completed by due date
Unit exams	60% (3 tests – 20% each)
Final exam	30% (cumulative)
Discussion posting	5%
<u>Writing assignment</u>	<u>5%</u>
Total	100%

**Please note, in order to be successful and progress in this course and the nursing program all items must be completed/satisfactory. Students must receive satisfactory on clinical and laboratory summative evaluations to pass the course.**

## Course Schedule

Lecture: 6 hours each week

Clinical: Various clinical days and hours, scheduled complementary to NUR 162 Psychiatric and Mental Health Nursing clinical  
\*\*\*Clinical hours will vary based on the clinical facility's census, requirements, and designated clinical outcomes within the course. Clinical dates are subject to change and the student may be required to attend during alternate days, nights, and/or weekends as assigned.\*\*\*

Labs: 1 hour campus labs on variable weeks

## ADA STATEMENT

The Technical College of the Lowcountry provides access, equal opportunity and reasonable accommodation in its services, programs, activities, education and employment for individuals with disabilities. To request disability accommodation, contact the counselor for students with disabilities at (843) 525-8242 or (843) 525-8219 during the first ten business days of the academic term.

## ATTENDANCE

The College's statement of policy indicates that students must attend ninety percent of total class hours or they will be in violation of the attendance policy.

1. The College's statement of policy indicates that students must attend ninety percent of total class hours or they will be in violation of the attendance policy.
2. Students not physically attending class during the first ten calendar days from the start of the semester must be dropped from the class for NOT ATTENDING.
3. Students taking an online/internet class must sign in **and** communicate with the instructor within the first ten calendar days from the start of the semester to indicate attendance in the class. Students not attending class during the first ten calendar days from the start of the semester must be dropped from the class for NOT ATTENDING.
4. For all online courses, students must complete an assignment designated by the instructor during the first week of classes. The instructor will drop the student from the course if the initial assignment is not completed.
5. Reinstatement requires the signature of the division Dean.
  - a. In the event it becomes necessary for a student to withdraw from the course **OR if a student stops attending class, it is the student's responsibility to initiate and complete the necessary paperwork.** Withdrawing from class may have consequences associated with financial aid and time to completion. Students are strongly encouraged to

consult with Financial Aid prior to withdrawing from any class, particularly if the student is currently on a warning or probation status.

- b. When a student exceeds the allowed absences, the student is in violation of the attendance policy. The instructor MUST withdrawal the student with a grade of "W", "WP", or "WF" depending on the date the student exceeded the allowed absences and the student's progress up to the last date of attendance  
*or*
  - c. under extenuating circumstances and at the discretion of the faculty member teaching the class, allow the student to continue in the class and make-up the work. This exception must be documented at the time the allowed absences are exceeded.
  - d. Absences are counted from the first day of class. There are no "excused" absences. All absences are counted, regardless of the reason for the absence.
6. A student must take the final exam or be excused from the final exam in order to earn a non-withdrawal grade.
  7. Students are expected to be in class *on time*. Arrival to class after the scheduled start time or leaving class prior to dismissal counts as a tardy. Three tardies and/or early departures are considered as one absence unless stated otherwise. Arrival to class, clinical, and lab by the published time is an expectation for all students. Class, clinical, and lab times are measured by the clock in these teaching areas. Failure to attend class, clinical, and lab on time as measured by the clock in these areas may result in point reductions.
  8. It is the student's responsibility to sign the roll/verify attendance with instructor upon entering the classroom. Failure to sign the roll/verify attendance results in a recorded absence. In the event of tardiness, it is the student's responsibility to insure that attendance is marked. **The student is responsible** for all material/ announcements presented, whether present or absent.
  9. Continuity of classroom and laboratory (which includes clinical experiences) is essential to the student's progress in providing safe and competent patient care. Students are expected to use appropriate judgment for participating in clinical activities. To evaluate the student's knowledge and skills, it is necessary for the student to be present for all clinical experiences. If absence does occur, the clinical facility must be notified via phone message no later than 30 minutes prior to your clinical start time along with Division of Health Sciences Administrative Assistant also being notified by telephone no later than 30 minutes prior to the start of the clinical experience. The Division of Health Sciences telephone number is **(843-525-8267)**.
  10. Absences from the clinical area are strongly discouraged. The attendance policy applies to clinical activities. **"NO CALL, NO SHOW"** for clinical is unprofessional conduct and **THE STUDENT WILL BE WITHDRAWN FROM THE PROGRAM.**

**\*Please refer to the Division Handbook for clarification of the No Call/No Show process.\***

### **ONLINE ATTENDANCE PROCEDURE**

For all online courses, students must complete an assignment designated by the instructor during the first week of classes. The instructor will drop the student from the course if the initial assignment is not completed.

Instructors will withdraw students from the class when required attendance is not maintained. Attendance in an online course is defined by; at least once weekly course access and by completion of assignments as required by the instructor. Each student will be expected to access the web class at least once a week and complete weekly assignments on time. Additional access is encouraged and may be necessary for successful completion of classes.

Failure to log in weekly and complete assignments will result in the student being withdrawn from the course. The instructor will assign a grade of “W,” “WP,” or “WF” based upon the student’s academic standing as the last date of attendance, which is the last login. Students are responsible for any financial matters associated with an administrative withdrawal. If a student fails to email the instructor (using the my.tcl.edu email account) requesting to be dropped from the course and has not submitted the initial assignment required during the first week of class, the instructor will assign a “Never Attended” code in the student information system no later than ten calendar days after the first day of the class. Students who are dropped as a result of never attending the course are still responsible for all fees associated with the course.

**A copy of TCL’s STATEMENT OF POLICY NUMBER: 3-1-307 CLASS ATTENDANCE (WITHDRAWAL) is on file in the Division Office and in the Learning Resources Center.**

### **HAZARDOUS WEATHER**

In case weather conditions are so severe that operation of the College may clearly pose a hardship on students and staff traveling to the College, notification of closing will be made through the following radio and television stations: WYKZ 98.7, WGCO 98.3, WGZO 103.1, WFXH 106.1, WWVW 106.9, WLOW 107.9, WGZR 104.9, WFXH 1130 AM, WLVA 101.1, WSOK 1230 AM, WAEV 97.3, WTOG TV, WTGS TV, WJWJ TV, and WSAV TV. With TCL’s Text Alerts you can receive immediate notification of emergency events via text messaging on your cell phone. All students are strongly encouraged to register their cell phones with this service. Signing up is easy, just fill out the simple form on the TCL website (<https://tcl.regroup.com/signup>).

### **ACADEMIC MISCONDUCT**

There is no tolerance at TCL for academic dishonesty and misconduct. The College expects all students to conduct themselves with dignity and to maintain high standards of responsible citizenship.

It is the student’s responsibility to address any questions regarding what might constitute academic misconduct to the course instructor for further clarification.

The College adheres to the Student Code for the South Carolina Technical College System. Copies of the Student Code and Grievance Procedure are provided in the *TCL Student Handbook*, the Division Office, and the Learning Resources Center.

Health care professionals hold the public trust. Academic misconduct by health science students calls that trust into question and academic integrity is expected.

It is a fundamental requirement that any work presented by students will be their own. Examples of academic misconduct include (but are not limited to):

1. copying the work of another student or allowing another student to copy working papers, printed output, electronic files, quizzes, tests, or assignments.
2. completing the work of another student or allowing another student to complete or contribute to working papers, printed output, electronic files, quizzes, tests, or assignments.
3. viewing another student’s computer screen during a quiz or examinations.
4. talking or communicating with another student during a test.
5. violating procedures prescribed by the instructor to protect the integrity of a quiz, test, or assignment.
6. plagiarism in any form, including, but not limited to: copying/pasting from a website, textbook, previously submitted student work, or any instructor-prepared class material; obvious violation of any copyright-protected materials.
7. knowingly aiding a person involved in academic misconduct.
8. providing false information to staff and/or faculty.
9. entering an office unaccompanied by faculty or staff.
10. misuse of electronic devices.

## GRADING POLICY

Grading scale	
90% - 100% A	W     withdraw
82% - 89% B	WP    withdraw with passing grade
75% - 81% C	WF    withdraw with failing grade
70% - 74% D	I      Incomplete
Below 70% F	

**Grading Methodology.** The final grade must be 75.000 or more in order to pass the course and progress in the program. Students absent from an examination will receive a “0” grade for the examination unless other arrangements are made with the individual instructor prior to the examination day or on the examination day before the test/presentation is scheduled to be given. Arrangements may be completed by telephone. If the instructor is not available, a message should be left on the instructor’s voice mail AND with another member of the faculty or administrative assistant. Messages sent by other students are unacceptable. The student is responsible for notifying the instructor for the reason of the absence. Students who are tardy for an examination will take the examination in the remaining allotted time. ***During examinations, students must remove watches and hats and place in the front of the classroom, along with all personal belongings and electronic devices. There is a 10 point penalty on the test for any noise emitting from an electronic device. Only answers transferred and completed on Scantron sheets will be graded electronically to count towards the test score. Students are allowed to have two #2 pencils and a basic calculator. Students are also required to wear their TCL badge during all tests.***

Make up quizzes and/or examinations **may** be offered, at the instructor’s discretion, during the final examination period. Additional options for make-up testing include reweighting the final examination. It is the responsibility of the student to contact the appropriate instructor to arrange to make up the examination. The instructor will decide the method of examination. Grades are posted on Blackboard within one week of administration of tests and examinations.

### **Honorlock Online Proctoring and Technology Requirements**

TCL uses an online test proctoring service called Honorlock to monitor some online tests as an alternative to in-person proctoring. Your instructor may elect to have some of your tests proctored using Honorlock. If so, you will need to make sure that you have access to the necessary equipment in order to take your online-proctored tests:

1. A computer with access to a high speed Internet connection
2. The ability to install the Honorlock extension on Google Chrome
3. A webcam and microphone. A functioning webcam and microphone are required to complete proctored online tests.
4. Microsoft Office. Microsoft Office can be downloaded for free by accessing the Office 365 link in your TCL email account.

*Students with concerns or questions regarding grades earned for class assignments should contact the course coordinator within one week of grades being posted. Students who score less than 80 on any exam must create an academic success plan and meet with the course coordinator to discuss success strategies. Students must meet with the course coordinator within three weeks of taking an exam.*

## **COURSE POLICIES/PROCEDURES**

It is clearly to the advantage of the student to attend class regularly. Test materials are weighted heavily in favor of lecture materials and assigned readings.

All electronic devices including cell phones and pagers must be turned off during lecture and laboratory periods. No pagers or phones are allowed in the clinical facility. No exceptions are made to this rule.

No recording/taping of any lectures and/or laboratory material is allowed.

Students are held accountable for content in the Health Science Division and Nursing student handbook.

Instructors will excuse a student from class who disrupts the class.

No course grades are posted in public areas. Grades are available through Web Advisor. The student must go to the college's website [www.tcl.edu](http://www.tcl.edu). Select current student then select TCL Web Advisor and find: (1) the directions and a demonstration on how to log in to Web Advisor, and (2) how to access grades. For questions, contact the TCL Help Desk at 525-8344 or the Registrar's office at 525-8210.

## **COMMUNICATION**

Instructors will generally respond to voice mail messages and e-mail messages within 72 hours. If there is a problem, the student should remember that a face-to-face meeting with the instructor is best. Students should contact the instructor to make an appointment. **Students are to check TCL email and Blackboard course site at least twice each day i.e. morning and evening for course, lab, and/or clinical information and announcements.**

**Course Coordinator:** Erin A. Bulatao-Hollifield, RN MSN  
Office location: Building 2, Room 240  
Telephone number: 843.470.5952  
Email: [ebulatao-hollifield@tcl.edu](mailto:ebulatao-hollifield@tcl.edu)  
Office Hours: By appointment

**Division of Health Sciences Administrative Support**  
**Office Location: Building 4, Room 115 (Beaufort campus)**  
**Telephone Number: 843-525-8267 or 843-470-8378.**

## NUR 265 Reflective Writing Assignment Grading Rubric

Reflective writing is a purposeful activity in which the learner analyzes an experience in order to learn or improve practice, skills, and/or knowledge. It involves describing the experience, interpreting feelings, analyzing, demonstrating learning, and creating an action plan to generate a meaningful learning experience. **Please review the *Bowers Reflective Model* article by Sue Bowers to become more familiar with reflective writing** ([https://www.staffs.ac.uk/assets/BOWERS\\_reflective\\_model\\_tcm44-84380.pdf](https://www.staffs.ac.uk/assets/BOWERS_reflective_model_tcm44-84380.pdf)). During your Operating Room (OR) clinical experience, you should be prepared to immediately record occurrences during the experience, therefore, enabling you to successfully complete this reflective writing assignment.

Submit your assignment to Blackboard via Safe Assign no more than **1 week from date of your OR rotation day**.

**Ten points will be deducted for each day the paper is late including weekend days. Papers with evidence of plagiarism receive a 0.**

The title page should include your Datatel number. Do not include your name on the title page or rubric.

### Learning Outcomes

By the end of this assignment, the student will:

1. Integrate understanding of multiple dimensions of patient centered care such as
  - a. coordination and integration of care;
  - b. information, communication, and education;
  - c. physical comfort and emotional support;
  - d. transition and continuity.
2. Differentiate clinical opinion from research and evidence summaries.
3. Appreciate the importance of regularly reading relevant professional journals.
4. Value the need for continuous improvement in clinical practice.
5. Locate research related to clinical practice topics and guidelines.
6. Demonstrate understanding of a current Reflection writing model as it relates to current nursing practice

Grading Rubric and Criteria	Total Points	Points Earned	Comments
<b>1. Description of Operating Room clinical experience</b> a. Accurate, concise description of experience <b>(5 points)</b> b. Prioritization of observed assessment findings <b>(2 points)</b> c. Acknowledges confidentiality of those observed during experience <b>(3 points)</b>	10		
<b>2. Interpretation/Feelings</b> a. Clearly identifies at least one reason experience is relevant to current learning/course <b>(4 points)</b> b. Clearly identifies how experience evoked feelings/emotions <b>(3 points)</b> c. Identifies at least one intriguing thought during experience <b>(3 points)</b>	10		
<b>3. Importance of Evaluation/Analyzing</b> a. Discusses importance of evaluating clinical experiences <b>(3 points)</b> b. Offers positive and negative aspects of clinical experience <b>(2 points)</b>	5		
<b>4. Analysis/Evaluation</b> a. Considers how aspects of experience relate to and influence each other <b>(2 points)</b> b. Considers if and how feelings/thoughts fluctuated during experience <b>(5 points)</b> c. Analyzes link between experience and relevance in nursing <b>(3 points)</b> d. Use of literature to assist in analysis/evaluation of event <b>(10 points)</b>	20		
<b>5. Evidence of Learning</b> a. Identify learning and teaching needs specific to the patient with rationale <b>(2 points)</b> b. Identify learned knowledge from experience as it relates to literature <b>(3 points)</b> c. Identify changes that could have been made during experience. If none, show support for positive experience from literature <b>(3 points)</b> d. Identify student or patient barriers to learning and how you would address them <b>(3 points)</b>	10		
<b>6. Action plan/Reflection</b> a. Identify how learned knowledge from experience will affect future experiences or your nursing practice <b>(5 points)</b> b. Identify how experience could have future impact on nursing care or health care overall <b>(5 points)</b> c. Identify areas where development of your skills or knowledge exist after clinical experience <b>(5 points)</b> d. Summarize clinical experience and reflect on how experience will affect you as a professional <b>(5 points)</b>	20		
<b>7. Grammar</b> a. The document is written with no errors in grammar, capitalization, punctuation, and spelling <b>(10 points)</b> b. The document presents a logical flow of ideas <b>(5 points)</b>	15		
<b>8. APA format</b> a. Correct APA citation and format throughout paper <b>(5 points)</b> b. Correct reference page format <b>(4 points)</b> c. Paper must be typed, double-spaced, times new roman or Calibri font of 12, and 3-5 pages long excluding the reference page and the title page. No abstract necessary. <b>(1 points)</b> d. Include at least <u>two</u> references from nursing journals, articles or books (other than textbooks) publication of no more than five (5) years old <b>(2 points)</b>	9		
<b>1. Paper submitted to tutoring center for review</b> a. Documentation of submission for review provided. <b>(1 point)</b>	1		
<b>Reviewers</b>	<b>100</b>		

**TECHNICAL COLLEGE OF THE LOWCOUNTRY    DIVISION OF HEALTH SCIENCES**  
**CLINICAL EVALUATION**  
**NUR 265 Nursing Concepts and Clinical Practice II**

Name: \_\_\_\_\_ Term and Academic Year: \_\_\_\_\_

Clinical Unit: \_\_\_\_\_

Conferences on clinical performance are held at midterm and at the completion of the course. The midterm progress report is formative and the final evaluation is summative. The final summative evaluation addresses completion of outcomes and identification of strengths and areas needing further development. All clinical outcomes must be rated as satisfactory in order to successfully fulfill the clinical component of the course.

KEY            S - Satisfactory    ND - Needs development            U - Unsatisfactory            NO - Not observed

<b>Clinical Outcomes.</b> <b><i>The student will</i></b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>
1. Demonstrate professional behavior. <i>Minimum expectations:</i> <ol style="list-style-type: none"> <li>a. Preparation for clinical experience is evident.</li> <li>b. Mastery of prior learning is evident.</li> <li>c. Demonstrates responsibility for own actions.</li> <li>d. Appearance is in accordance with student handbook.</li> <li>e. Arrives and departs on time.</li> <li>f. Practices within the appropriate scope.</li> <li>g. Shows initiative for patient care and organizational issues.</li> <li>h. Utilizes feedback to improve nursing practice.</li> </ol>		
2. Develop basic teaching plans for individuals and support persons. <i>Minimum expectations:</i> <ol style="list-style-type: none"> <li>a. Measurable outcomes are evident.</li> <li>b. Teaching plans are individualized, cognizant of health and environmental concerns.</li> <li>c. Patient education is appropriately documented.</li> <li>d. Support persons are included in educational activities.</li> </ol>		
3. Use effective communication with individuals, families and members of the health care team. <i>Minimum expectations:</i> <ol style="list-style-type: none"> <li>a. Verbal communication is assertive.</li> <li>b. Clinical documentation is prompt, accurate and appropriate.</li> <li>c. Interactions with peers, instructors, patients, family and other health care professionals are disciplined and productive.</li> </ol>		
4. Use clinical decision making to provide therapeutic nursing care. <i>Minimum expectations:</i> <ol style="list-style-type: none"> <li>a. Successfully cares for at least 3 patients in a clinical day.</li> <li>b. Demonstrates critical thinking.</li> <li>c. Demonstrates accurate dosage calculations.</li> <li>d. Medication administration is safe, effective, and systematic.</li> <li>e. Understanding of anatomy, physiology, and pathophysiology is evident.</li> <li>f. Adjusts patient care based on changes in patient's condition and/or health status.</li> <li>g. Organizational skills demonstrate ability to prioritize.</li> </ol>		

<p>5. Construct individualized plans of care using all steps of the nursing process.</p> <p><i>Minimum expectations:</i></p> <ul style="list-style-type: none"> <li>a. Assessments are holistic.</li> <li>b. Nursing diagnoses reflect synthesis of assessment information.</li> <li>c. Nursing diagnoses are correctly formatted and specific to the patient and/or family.</li> <li>d. Goals are appropriate for the health concern.</li> <li>e. Outcomes are measurable and progressive.</li> <li>f. Interventions are individualized.</li> <li>g. Clinical progress of the patient/family is evaluated.</li> </ul>		
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Name \_\_\_\_\_

II. Strengths/Areas needing development

Formative Progress

Instructor

Student

\_\_\_\_\_  
Student

Summative Evaluation

Instructor

\_\_\_\_\_  
Instructor

Student

\_\_\_\_\_  
Student

\_\_\_\_\_  
Instructor

**NUR 265 Nursing Concepts and Clinical Practice II – Laboratory Learning Experiences *Check List & Evaluation***

**Student Name (Print):** \_\_\_\_\_

Learning Experience(s)	Date completed	Satisfactory	Unsatisfactory
		Faculty initials	Faculty initials; circle factors
<p><b><u>Week 1 (Online)</u></b>                      Identify pertinent history questions relevant to the hospitalized client.                      Identify patient safety goals specific to the hospitalized client.                      Demonstrate attention to national patient safety goals. Includes patient identification standards, effective communication among healthcare providers, and safe medication administration.                      Identify tasks that can be legally, ethically, and safely delegated to unlicensed assistive personnel (UAP) or licensed practical nurse (LPN) in the care of the client when performing a head to toe assessment.                      Identify and prioritize client’s needs in care of a client when performing a head to toe assessment.                      Prioritize a multiple client assignment.</p>			Environment Attendance
<p><b><u>Week 2</u></b>                      Demonstrate aseptic and safe technique for peripheral IV insertion                      Utilize sterile and safe techniques to access an implanted venous catheter                      Demonstrate aseptic technique to flush central line catheters                      Demonstrate aseptic and safe techniques to draw venous specimens from central line devices</p>			Environment Attendance
<p><b><u>Week 3</u></b>                      Create and present with assigned group a teaching plan for a newly diagnosed 68 year old Type 1 Diabetic.                      Recognize and appropriately treat hypoglycemic episodes.                      Effectively prioritize care in patients with hypoglycemic episodes.</p>			Environment Attendance
<p><b><u>Week 4</u></b>                      No lab this week</p>	N/A	N/A	N/A
<p><b><u>Week 5</u></b>                      No lab this week</p>	N/A	N/A	N/A
Formative Lab Evaluation:			

<b>Week 6</b> No lab this week	N/A	N/A	N/A
<b>Week 7</b> Determine basic EKG rhythms and appropriate nursing interventions Demonstrate accurate use of EKG calipers to measure: rate, PR interval, QRS complex			Environment Attendance
<b>Week 8</b> No lab this week	N/A	N/A	N/A
<b>Week 9</b> No lab this week	N/A	N/A	N/A
<b>Week 10</b> No lab this week	N/A	N/A	N/A
<b>Week 11</b> Kaplan mid-fidelity simulation.			Completed late.
<b>Week 12</b> Prioritize nursing interventions and diagnoses for patients with respiratory compromise. Identify and appropriately respond to nursing aberrations.			
<b>Week 13</b> Recognize and appropriately treat transfusion reactions. Differentiate a transfusion reaction from fluid overload. Prioritize care in patients with transfusion reactions. Identify safety requirements for blood transfusions			
<b>Week 14</b> Kaplan Integrated Testing: Medical Surgical 2			Completed late
Summative Lab Evaluation:			

## Acknowledgement of Nursing Course Syllabus and/or Syllabus Addendum

I \_\_\_\_\_, understand it is my responsibility to read the Nursing Syllabus for NUR 265, for the semester of \_\_\_\_\_. I have also read the Nursing Program Handbook, and Division Handbook.

Students should read the Syllabus and/or Addendums, including appropriate Program Handbook, and Health Sciences Division Handbook. This will allow the student to have a better understanding of the expectations of the class, program, and its faculty. Students are always notified when updates have been made as they will be asked to sign additional Acknowledgement Sheets.

Students will be expected to sign this statement indicating they have read and understand the Appropriate Class Syllabus and/or Addendum, including appropriate Program Handbook, and Division Handbook.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date