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 NUR 275
 Contemporary Nursing Practice III
 Spring 2019
 Mondays, 0830-1030, Building 4, Room 103

Course Coordinator
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Course Description

NUR 275 Contemporary Nursing Practice III (Lec. 2.5; Lab. 10.5; Cr. 6)

This course further develops the role of the nurse in delivering care to individuals with complex health issues.

Prerequisites: MAT 120, NUR 265, NUR 162.

Co-requisite: ENG 102, Approved Humanities Elective, and NUR 274

Course Focus

This course prepares the student to make clinical judgements for the delivery of nursing care to individuals with complex health issues.

Required Text and References

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

Gahart, B. L. & Nazareno, A. R. (2018). *2018 Intravenous medications* (32nd ed.) St. Louis, MO: Elsevier Mosby.

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

A laboratory pack is required and is available at the bookstore.

Nursing drug guide (less than 2 years old)

Nursing Diagnosis handbook (copyright of 2016 or newer)

Course Student Learning Outcomes. Upon successful completion of the course (grade of 75% or better) a student will be able to:

1. Demonstrate acceptance of responsibility for improving and contributing to the integrity of nursing practice. (1, 6)*
2. Select effective strategies for communication with individuals, families, structured groups, and members of the health care team. (2, 4)*
3. Develop basic teaching plans for individuals and support persons that focus on complex health issues. (2, 3, 5)*
4. Create caring and empathetic relationships. (2, 4, 5)*
5. Provide therapeutic care for individuals and support persons experiencing complex health issues. (all)*
6. Develop individualized plans of care based on nursing theory and research. (all)*

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7. Formulate therapeutic clinical decisions for individuals, families, and support persons. (all)*

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

1. Analyze the variables present in individuals and families with high-risk conditions. (all)*
2. Within the RN scope of practice, demonstrate leadership and management skills in the care of small groups of individuals. (all)*
3. Promote health management strategies for individuals and their families. (all)*
4. Demonstrate synthesis of learned knowledge and skills when caring for individuals and their families with complex health stressors. (all)*
5. Implement therapeutic clinical decisions for individuals, families, and support persons. (all)*
6. Develop basic teaching plans focused on complex health issues. (2, 3, 4, 5)*

Course Goals

The following list of course goals (**college wide IPSI outcomes**) will be addressed in the course.

1. administer IV push medications*

2. analyze at risk families
3. analyze folk medicine practices

4. anticipate common health problems*

5. anticipate complex health problems*

6. use safe medication practices*

7. apply clinical practice standards
8. apply ethical principals

9. appraise emergency situations*

10. appraise patient risk*

11. assess lifestyle risks
12. synthesize cultural practices

13. assess pain*

14. assess patient biological needs*

15. assess patient emotional needs
16. collaborate patient needs
17. collaborate with health team members
18. communicate patient issues
19. compare and contrast key terms

20. compare drug administration routes*

21. compare emergency personnel roles
22. complete cultural assessment
23. critique alternative healthcare practices
24. define key terms and concepts
25. delegate nursing care
26. delegate unit tasks

27. delineate nursing interventions*

28. deliver patient focused care

29. deliver quality care*

30. determine complex renal care
31. determine family education needs

32. display intraspinal analgesia knowledge*

33. demonstrate comprehensive knowledge*

34. demonstrate comprehensive skills
35. develop health promotion plans
36. determine patient education needs

37. demonstrate professional behavior*

38. describe snake bite care

39. summarize gastrointestinal bleed care
40. develop patient care approaches
41. differentiate surgical procedures
42. distinguish drug reaction types
43. evaluate care plan
44. discriminate drug effects
45. evaluate infusion site
46. document nursing interventions
47. use effective communication
48. document pain assessment
49. enhance nursing responsibilities
50. establish care plan
51. discuss pelvic fracture care
52. summarize patient care priorities
53. employ best practices
54. evaluate patient care outcomes
55. evaluate patient outcomes
56. examine geriatric acute care
57. format patient care outcomes
58. implement care plan
59. implement infusion therapy
60. implement pain relief measures
61. explain spider bite care
62. exhibit leadership skills
- 63. expound drug therapy***
64. examine esophageal varices care
65. format patient care goals
66. synthesize quality improvement process
67. implement patient care approaches
68. incorporate learning needs
69. integrate healthcare informatics
- 70. integrate physical assessment findings***
71. integrate psychosocial assessment findings
72. summarize patient risk
73. integrate special care needs
74. maintain effective care environment
- 75. maintain patient confidentiality***
76. maintain safe care environment
77. monitor intravenous therapy
78. optimize geriatric care
- 79. outline IV push medication administration***
80. outline nursing interventions
81. perform responsibly
- 82. practice safe techniques***
83. prioritize nursing care
- 84. prioritize patient risk factors***
- 85. prioritize resuscitation interventions***
86. provide patient education
87. reduce family anxiety
88. reduce patient anxiety
89. respect cultural beliefs
90. revise care plan

91. select best practice interventions

92. summarize acute renal failure

(*designates a CRUCIAL goal, which there are 21 curriculum concepts related to program outcomes)

Classroom learning

Face to face and online lectures are designed to employ a variety of teaching techniques. To maximize active learning, required readings and online web enhanced learning activities are completed prior to class. All cell phones and pagers must be turned off during class (lecture and laboratory periods). No pagers or phones are allowed in the clinical facility. No exceptions are made to this rule. Instructors will excuse a student from class who disrupts the class or is demonstrating uncivil behavior. Students are held accountable for content in the health science's division and nursing student handbooks.

Computer requirements

To ensure successful completion of online instruction with the use of Blackboard Learning system, students should have an appropriately equipped computer, reliable internet access and ability to complete word processing, send and receive email, participate on discussion boards, and upload documents to safe assign.

User Responsibility On Use And Duplication Of Computer Software (TCL PROCEDURE 7-1-702.5)

Students are responsible for the legal use of computer software and applicable copyright laws and are prohibited from copying software on college computers and from installing personal software.

Nursing laboratory

Nursing clinical 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 develop and refine nursing care skills, develop clinical judgement decision making, as well as become familiar with equipment and nursing clinical techniques.

The student utilizes the nursing laboratory to practice learned past and newly acquired skills. Skills must be practiced in the laboratory before being used in the clinical setting. Competence of a skill must be demonstrated in the nursing laboratory and clinical setting. Students are responsible for material covered in skills laboratory. To progress in the course and program, the student MUST achieve a satisfactory skill criterion and demonstrate competence in clinical laboratory skills by the end of the course.

Student performance is evaluated based on preparedness, skill development, clinical judgement, active learning contributions, attendance, and professional appearance. **Uniforms are to be worn in clinical laboratory learning and when completing orientation or clinical experience within the clinical agency.**

Expectations include:

1. Contributing to a productive learning environment for self and others by
 - a. being prepared for the lab activities by reading and watching assigned videos and completing worksheet if applicable.
 - b. identifying clinical skill steps or processes.
 - c. answering questions and completing critical thinking case studies.
 - d. demonstrating skill competency.
 - e. remaining attentive.
2. Arriving and departing on time. Attendance is taken for each scheduled laboratory experience. Any laboratory time missed due to absence must be made up by the end of the semester in order to receive a satisfactory in laboratory.

Clinical learning experience

It is the expectation of the course coordinator and the clinical instructor that the student is prepared every clinical day to care for his/her assigned patient(s). Clinical requirements for attending the clinical experience varies per clinical agency. If at any time the student is not current with the agency requirement the student may not begin or continue in the clinical experience. Students who do not meet clinical requirements as required by the agency will be required to

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withdraw from the course. Patient assignments will begin at 1 patient and progress to 4 patients per clinical day. To successfully fulfill the clinical component of the course, all clinical outcomes must be rated satisfactory on the clinical evaluation tool.

Communication

Instructors will generally respond to voice mail messages and e-mail messages within 72 normal working hours. Faculty do not normally respond to communication on weekends, after work hours, or holidays. It is the expectation that the student checks 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. If there is a problem, the student should remember that a face-to-face meeting with the instructor is best.

At any time a student is falling behind in academic achievement, laboratory skill achievement and/or clinical performance, it is imperative to the student to seek immediate assistance from the course coordinator. The student is to develop an *“Academic Plan for Success”* and meet with the course coordinator to discuss academic success for the course.

Discussion postings

There are three discussion postings due for this course. The due dates and times are listed on the course calendar. Students are to post using the guidelines below. Another student will reply to the original student post. Each post and reply are graded on 5 points (15 point total) equal to 5% of the total grade. Cite reference used in APA format. The following rubric will be used to grade the discussion post and reply.

Use the following guideline for formatting the discussion posting:

A __ y/o, female/male etc. diagnosed with ...; a medication administered to this patient was (name), (dose, administration (route), (use), (action), (applicable nursing assessment, including parameters and interventions), (side or adverse effects to monitor for), and (expected therapeutic response). The student reply should state what other nursing care options exist and list another medication that might be used to treat the condition (name), (dose, administration route), (use), (action), (nursing assessment, parameters, and interventions), and (side or adverse effects to monitor).

	Discussion post and reply rubric grading
5 points	Assignment is complete and includes all components for discussion within one to 3 paragraphs and 300 to 500 word count. Critical thought is demonstrated in the discussion and reply. Presentation is in clear and concise wording. Evidence is present in the discussion (citation) that shows further thought on the topic based on reference from scholarly journal articles (no textbooks) less than 5 years old. Personal experience is used sparingly and is appropriate to highlight a point of content. No bias or opinionated entries are present. Correct spelling and grammar is used with up to one error. APA citation and references are present and up to 1 error. Assignment is posted in advance of the due date or by the due date.
4 points	Assignment is complete and includes 80% or more of the components. Writing is less than a 300 word count or in excess of a 500 word count. Critical thought is demonstrated in the discussion and reply. Arguments are presented but contain minimal irrelevant information. Evidence is present in the discussion but limited to only the required text. Personal experience is used but adds to the discussion. There is no bias or opinionated entries. Correct spelling and grammar is used with up to two errors. APA citation and reference is used with 2 errors in format. Discussion is posted by the due date or within one day with approval. Student replies to at least 1 other original student post.
3 points	Assignment is completed and includes 60% or more of the components. Writing is less than a 200 word count or in excess of a 600 word count. General discussion and reply. Arguments contain irrelevant information. Evidence present in the discussion is limited to personal experience. Correct spelling and grammar is used with up to three errors. APA citation and reference up to 3 errors. Discussion is posted late. Student does not reply to at least 1 other original student post.
2.5 points	Discussion post and reply only meet half of the requirements. Writing is less than a 200 word count or in excess of a 600 word count. Half credit is given for half the effort on the assignment. Posts a discussion

	but no reply. Posts a reply but no discussion. Posts late by one day. Correct spelling and grammar use with up to four errors. APA citation and reference is not used or has multiple errors. Student does not reply to at least 1 other original student post.
2 point	Assignment includes 40% of the requirements. Writing is less than a 200 word count or in excess of a 700 word count. Posts without supporting evidence. Arguments are irrelevant or erroneous. Discussion with personal opinion rather than facts. Post is late by 2 days. Incorrect spelling and grammar is used throughout the post or reply. APA citation is not used or has four or more errors. Student does not reply to at least 1 other original student post.
1 point	Assignment is completed and includes 20% of the requirements. Little effort is made by the student. Posting is 2 – 3 sentences. Posts late by 3 days. Arguments are presented erroneously and filled with personal opinion rather than facts. APA citation is not used or has 4 or more errors. No effort is made by the student. Evidence that the student copied and used another student’s ideas and discussion. Plagiarism evident. Post late more than 3 days. Discussion is posted late. HIPPA violation of confidentiality. Student does not reply to at least 1 other original student post.

Guidelines for the Scholarly Paper

The student should use the following outline to write a scholarly paper about an experience with a complex medical/surgical case in the clinical setting. In paragraph format explain the case and include supporting literature or rationales to support the nursing process of assessment, nursing diagnosis, planning/interventions, and evaluation of patient outcomes. **Correct APA format using the “Publication Manual of the American Psychological Association, 6 ed.”** is the expectation.

I. Introduction (20%)

- A. Includes a purpose statement (The purpose of this case presentation.)
- B. States why this case is an important learning opportunity
- C. Provide necessary supportive statistical data on a medical condition.

II. Case (50%) (No patient identifying information is to be used such as hospital or admission dates. HIPAA rules apply.)

- A. Demographics (age, height, weight, BMI, sex, race [cultural considerations], and occupation)
- B. Admitting medical diagnosis relevant to the presentation
- C. Physiological adaptation of the condition(s) (focus on important Pathophysiology concerns, use citations).
- D. Nursing process approach (use of citations will add value to support your statements).
 1. Assessment
 - a. Vital signs and focused nursing health assessment related to the diagnosis.
 - b. Medication assessment (lists all medications ordered relevant to the patient’s condition).
 - c. Laboratory and diagnostic tests related to the condition.
 2. Three Nursing Diagnosis and prioritize the most important nursing diagnosis and explain your rationale for your choice (It is acceptable to combine the planning and implementation phases of the nursing process)
 3. Planning/Implementation (What relevant care was planned to achieve health care goal? (What did you do for the priority nursing diagnosis?)
 4. Evaluation (Present nursing actions that were effective and/or ineffective to care goal)
 - a. effective action toward goal outcome.
 - b. ineffective actions toward goal outcomes (if present).

III. Conclusion (Summarize the case and identify what is unique about this case?) (15%)

IV. Formatting (15%)

The number of pages is a minimum of 5 and a maximum of 10, double spaced, Times New Roman 12 pt. font size with 1 inch margins and headings appropriate for the case using APA 6th ed. format. The title page, and the reference page(s) are not counted in the total number of pages. Data presented in table format is to be included at the end of the paper and will not be counted within the page limit. Direct quotes may be used to emphasize a thought, provide a definition, or state an author’s position or opinion. Direct quotes are limited to three (3) or less than 5% of the total word count for the paper. Direct quotes, with quotation marks or a block quote, should include the author(s), date of publication and

page number. If statistics are used, a reference citation should include a page number but quotation marks are not necessary as this is not a direct quote but a close paraphrase. Paraphrase in your own words to adequately cover the case. **Three or more nursing journal (2015+) articles are the expectation. Points will be deducted for the use of internet websites or the course text.** Name the file Last Name_FI_NUR275_Scholarly Paper (Turbeville_A_NUR275_ScholarlyPaper) and upload to blackboard safe assignment as per course calendar. Late submissions will be deducted 5 points every day **to include weekends and holidays.**

Course Grading

Laboratory skill development	Satisfactory/Unsatisfactory
Clinical evaluation	Satisfactory/unsatisfactory
Written Discussion postings	5%
Written scholarly paper	10%
4 unit exams at 15% each	60%
1 final comprehensive exam	<u>25%</u>
	100%

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

To be successful in this course and receive a passing grade, the student clinical experience and laboratory skill development must be at the satisfactory level and the final course grade must be 75.00 or greater. Final grades are not rounded up.

Students absent from an examination or presentation will receive a "0" grade for the examination or presentation unless other arrangements are made with the individual instructor prior to the examination or presentation day or on the examination or presentation 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 the student must speak with another member of the faculty and/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 be permitted to complete the examination in the remaining time allotted.

Make up quizzes and/or examinations *may be offered*, at the instructor's discretion, the last week of classes prior to 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 seven working days of administration of tests and examinations. Students with concerns or questions regarding grades should contact the course coordinator following the posting of grades.

Honorlock Online Proctoring and Technology Requirements

TCL uses an online test proctoring service called *Honorlock* to monitor 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

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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.

No watches, fitness devices or watches capable of text messaging will not be worn during testing in addition to no caps or hats will be worn. All electronic devices are to be turned off or placed in an airplane mode. There is a 10 point penalty on the test for any noise emitting from an electronic device.

*During on campus examinations, only answers transferred and completed on Scantron sheets will be graded electronically to count towards the test score.

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 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.

Course website (Blackboard): <https://bb.tcl.edu/> or www.tcl.edu

Course Schedule

The class meets for 14 weeks per semester. The total number of classroom hours 37.5 hours over this 14 week period. Classroom lecture hours are 2 hours per week on Mondays, with Online Learning-Web enhanced activities. The clinical hours are 12 x 12 hour shifts for 144 hours, the laboratory is a 1.5-hour laboratory with scheduled dates located on the course calendar. If clinical time is missed by the student due to illness, the student must make the time up by the end of the semester.

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) 525-8219 during the first ten business days of the academic term. It is the student's responsibility to notify and schedule accommodation testing a week in advance of each exam.

ATTENDANCE

The College's statement of policy indicates that students must attend ninety percent of total class hours (lecture) or they will be in violation of the attendance policy. A copy of TCL's STATEMENT OF [POLICY NUMBER: 3-1-307](#) CLASS ATTENDANCE is on file in the Division Office.

1. Students not attending a face to face or online class during the first ten calendar days from the start of the semester are withdrawn from the class for NOT ATTENDING.
2. Students taking an online/internet class must sign in and communicate with the instructor, and complete an online assignment when applicable to the class, within the first ten calendar days from the start of the semester to indicate attendance in the class. Attendance in an online course is defined by: at least once weekly course access and by completion of assignments as required by the instructor. Additional access is encouraged and may be necessary for successful completion of classes.
 - Reinstatement requires the signature of the Division Dean.
3. 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 to officially withdraw. 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.

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4. Arrival to class, clinical, and lab by the published start time is an expectation for all students. Class, clinical, and lab times are measured by the clock in these teaching areas. 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.
5. Continuity of classroom and laboratory (which includes clinical experiences) is essential to the student's progress in providing safe and competent patient care. To evaluate the student's knowledge and skills, it is necessary for the student to be present for all clinical experiences. Students are expected to use appropriate judgment for participating in clinical activities. 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 **(843-525-8267)**. **Failure to do so may result in dismissal from the program.**
6. There are no "excused" absences. All absences are counted, from the first day of class, regardless of the reason for the absence.
 - a. When a student exceeds the allowed absences, the student is in violation of the attendance policy. The instructor MUST withdraw 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

 - b. 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.

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. The student must complete all clinical hours in order to be eligible for progression in/graduation from the nursing program.**

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

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, WWVV 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. Students, faculty and staff are highly encouraged to opt in to the Emergency Text Message Alert System. www.tcl.regroup.com/signup. Lecture, skills laboratory, and clinical missed due to inclement weather will be made up.

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 student's 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.

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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.

Contact Information:**Course Coordinator****Ashley Turbeville, MSN, RN****Building 2, Room 240**aturbeville@tcl.edu**(843) 525-8305****Office hours by appointment****Co-Teacher****Erin Bulatao-Hollifield, MSN, RN****Bldg 2, Room 214****(843) 470-5952**ebulatao-hollifield@tcl.edu**Office hours by appointment****Division of Health Sciences Administrative Support****Mrs. LaQuetta Washington****Building 4, Health Sciences Suite****843-525-8267**lpwashington@tcl.edu

Grading policy for Scholarly papers
TCL Nursing Division

In order to provide a clear and concise method for evaluating students' written work, the following steps will be taken to ensure consistency and fairness:

- 1) Each course that requires the written submission of a formal paper will include a grading rubric in the course syllabus.
- 2) The signed syllabus acknowledgment form will serve as affirmation that the student is aware of the rubric and expectations prior to submission of written work.
- 3) When graded, the rubric will be attached to the submitted work so the student can see where points were awarded/deducted.
- 4) Students wishing to discuss the assigned grade for the paper must make an appointment with the course coordinator to discuss the findings. Class time may not be used for individual conferences.
- 5) Students will be made aware of TCL resources to assist with writing skills (LRC, reading lab) and encouraged to use these resources prior to submitting written work. Rubrics may have point deduction for failure to submit work to the LRC prior to submission to the course coordinator. Submission method is determined by the course coordinator.
- 6) Point deductions for late submission are expected to be included in the grading rubric.
- 7) In the event a grade below 75 is given, a second faculty member will be asked to read the paper and grade according to the rubric. The final grade will be the average of the two grades. The student may not request a third read.
- 8) Written work is to be held by the course coordinator until the end of the semester after final grades have been posted.
- 9) In the event a student challenges a paper grade, the student is expected to contact the course coordinator to discuss the findings. The student is expected to conduct oneself in a professional manner and remain civil during this process. A deviation from expected behavior may result in a learning contract.
- 10) Any written submission must be time-stamped by Health Science administrative personnel prior to placing in an instructor's mailbox.

**TECHNICAL COLLEGE OF THE LOWCOUNTRY
HEALTH SCIENCES DIVISION
NURSING PROGRAM
NUR 275 CLINICAL EVALUATION**

Name: _____ Term and Academic Year: _____

Clinical Site: _____ 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 formative evaluation addresses completion of outcomes and identification of strengths and areas needing further development. The summative evaluation addresses completion of course clinical outcomes. At the summative evaluation all clinical outcomes must be rated as satisfactory in order to successfully meet the clinical outcomes of the course.

I. Clinical Objectives	Formative	Summative
<p>1. Analyze the variables present in individuals and families with high-risk conditions <i>Minimum expectations:</i> A. Assessments of high risk individuals and support persons are holistic. B. Nursing diagnoses reflect synthesis of assessment information, are correctly formatted and specific to the patient and/or family. C. Goals and outcomes are appropriate for the health concern. D. Interventions are individualized. E. Clinical progress of the patient/family is evaluated.</p>		
<p>2. Within the RN scope of practice, demonstrate leadership and management skills in the care of small groups of individuals. <i>Minimum expectations:</i> A. Cares for at least 4 patients in a clinical day. B. Analyzes own strengths and weaknesses after performing in a leadership and management role at least 1 times. C. Shows initiative for patient care, teamwork, and organizational issues. D. Interactions with peers, instructors, patients, family and other health care professionals are assertive, disciplined and productive. E. Collaborates with individuals from other disciplines in the interest of patient advocacy.</p>		
<p>3. Promote health management strategies for individuals and their families. A. Patient education is conducted without prompts.</p>		
<p>4. Demonstrate synthesis of learned knowledge and skills when caring for individuals and their families with complex health stressors. <i>Minimum expectations:</i> A. Mastery of prior learning is evident. B. Demonstrates responsibility for own actions. C. Appearance is in accordance with student handbook. D. Arrives and departs on time. E. Practices within the appropriate scope. F. Utilizes feedback to improve nursing practice. G. Clinical documentation is prompt, accurate and appropriate.</p>		

<p>5. Implement therapeutic clinical decisions for individuals, families, and support persons. Minimum expectations: A. Critical thinking is evident and includes understanding of all steps of nursing process, anatomy, physiology, and pathophysiology. B. Dosage calculations are accurate. C. Medication administration is safe and effective. D. Adjusts approaches to patient care based on changes in patient’s condition and/or health status.</p>		
<p>6. Develop basic teaching plans focused on complex health issues. Minimum expectations: A. Assessment of the patient’s knowledge and learning needs is evident. B. Analysis, goals, measurable outcomes, interventions and evaluation are evident in patient education. C. Teaching plans are individualized and holistic, cognizant of health and environmental concerns. D. Patient education is appropriately documented.</p>		

Formative Progress S – Satisfactory; ND - Needs Development; U – Unsatisfactory; NO - Not Observed

Days Absent: _____ Days Tardy: _____ Make-up: _____

Strengths/Areas needing development

Student Comments -

Instructor Feedback -

 Student signature date

 Instructor signature date

Course Coordinator Signature _____ **date** _____

