**VNSG 1502 Applied Nursing Skills**

**Course Syllabus:** Fall 2021

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



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| **Office Hours** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | **Online** |
| 1330-1730 | 1330-1530 | 800-1200 | CLINICAL | ZOOM via apt only | 8-8 **M-F email or Bb** |

*The information contained in this syllabus is subject to change without notice. Students are expected to be aware of any additional course policies presented by the instructor during the course.*

**Catalog Course Description (include prerequisites):**

Five hour credit. Detailed education, training and work-based experience, plus direct patient/client care at a clinical site. Includes clinical and on-campus clinical instruction using web-based electronic health record/simulation laboratory, supervision, evaluation, and placement. Focus is on meeting basic needs for a variety of clients with common medical surgical disorders. Ten hours of clinical experience each week. Prerequisite: Admission into the VN program. Mandatory Co-requisite: VNSG 1260, VNSG 1304 and VNSG 1429.

**Required Textbook(s):**

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

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

Silvestri, Linda A.; Silvestri, Angela E. (2021). *Saunders Comprehensive Review for the NCLEX-PN Examination* (8th ed.). St Louis, MO: Elsevier. ISBN: 978-0-3237-3305-2

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

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

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

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

**Recommended Reading(s):**

Van Leeuwen, A. M. (2021). *Davis' Comprehensive Handbook Lab and Diagnostic Tests with Nursing Implications* (9th ed.). Philadelphia, PA: F.A. Davis.ISBN:978-1-7196-4058-9

**Student Learning Outcomes:**

The following Course Level Objectives (CLO) are based on the *Workforce Education Course Manual* and are used to determine institutional objectives for this course are being met.

1. Describe the underlying principles of selected nursing skills and their relationship to patient health status.

2. Demonstrate performance of selected nursing skills utilizing principles of safety.

3. Identify the nursing process as applied to basic care across the life span.

The following Course Level Objectives (CLO) are based on and adapted from the *Differientiated Essential Competencies of Graduates of Texas Nursing Programs Evidenced by Knowledge, Clinical Judgements and Behavior* developed by the Texas Board of Nursing (2021), as appropriate and applicable to the Applied Nursing Skills course.

1. Use clinical reasoning and knowledge based on the vocational nursing program of study and established evidence-based practice as the basis for decision-making in nursing practice

2. Demonstrate responsibility for continued competence in nursing practice, and develop insight through reflection, self-analysis, self-care, and lifelong learning.

3. Provide safe, compassionate, basic nursing care to assigned patients with predictable health care needs through a supervised, directed scope of practice.

4. Demonstrate knowledge of the Texas Nursing Practice Act and the Texas Board of Nursing Rules that emphasize safety, as well as all federal, state, and local government and accreditation organization safety requirements and standards.

5. Obtain instruction, supervision, or training as needed when implementing nursing procedures or practices

6. Assist health care teams during local or global health emergencies or pandemics to promote health and safety, and prevent disease.

The Texas State Board of Nurses (BON) provides differentiated essential competencies (DECs) (2021) to guide nursing education programs in developing a curriculum which prepares graduates to provide safe, competent, compassionate care. The competencies from the BON show the expected level of performance, integrating knowledge, skills, abilities, and judgment based upon the preparation in the program of study. The differentiation is based upon the level of the nursing education program which the student is enrolled.

The student is responsible for accomplishment of all behavioral objectives either through class presentation or independent study.

**Lectures & Discussions:**

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

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

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

**Evaluation/Grading Policy:**

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

Grades will be awarded as follows:

Tickets to Enter class 5%

First checkoff grade 65%

Mid Term Test 15%

Final Test 15%\* Student MUST have 78 in order to sit for final

100%

A (90-100)

B (80-89)

C (78-79)

D(less than 78)

The average of the exam grades, before weighted calculation is performed, must be 78% or above to pass the course. Grades will not be rounded (77.5 – 77.9 is not rounded to 78). Students with an exam average of 78 or higher will have course grades calculated based on the weighted calculation of the exams and other required course work. A minimum grade of 78% is required to receive credit for the nursing course.

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

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

**Institutional/Course Policy:**

Late Work – Nurses are expected to perform their duties skillfully, competently, and with timeliness. Often times, nurses work within tight deadlines and especially with time-sensitive data or urgent situations. With this in mind, late work policies reflect the expectations of the profession to which you will be entering**. Late work in this course is not accepted**. Students should plan for contingencies related to internet and power outages, mechanical issues with vehicles, babysitter call-offs, and so on. Work not submitted on time will receive a “zero” in the gradebook.

Cell/Mobile Phones – Cell phones are strictly prohibited from the classroom. Possession of a cell phone in the classroom will result in point deduction in a progressive manner. For example, first infraction will result in a 5 clinical point deduction. Subsequent infractions will result in 10 clinical point deduction per infraction. **There are no exceptions to this policy**.

Exam Remediation – Students who score below 80% on any module exam are required to meet with the instructor who delivered that content and wrote the exam to discuss remedial concepts and develop a plan for success in subsequent exam work. Students must initiate the request for the meeting by sending an email to the instructor within 24 hours of exam grade posting. Failure to request a meeting for remediation within this timeframe will result in a 5 clinical point deduction.

Chain of Command – Students are required to follow the Chain of Command policy in the Vocational Nursing Handbook 2021-2022. The following is the chain of command for this course:

Instructor and Program Coordinator: Carie Overstreet, RN

Director of Nursing Programs: Dr. Karen Koerber-Timmons, PhD RN

Dean of Health Science: Dr. Marta Urdaneta PhD

Vice President of Instruction: Dr. Kevin Rose Ed. D

\*Clinical point deductions reflect deficiencies in those professional behavior areas essential to the safety of patients and integrity in the profession. Clinical point are reflected in the clinical course grades, but may be instituted across all areas of the student’s interaction with the program, including classroom, lab, and clinical.

Please refer to the VN Program Handbook for policies on attendance, tardies, uniforms, HIPAA, social media, withdrawals, communication, ethical practice, professionalism, conduct, etc. Those policies are an extension of this course’s requirements and effectively become enforceable under this syllabus as such.

**Ticket to Enter**

Preparation BEFORE clinical practice is paramount for the student to achieve success. Part of this duty rests upon the student. We have set up several items, namely ATI, to assist the student to complete this. Prior to coming to class, the student should access ATI for the skill that is being practiced and complete the required assignments turning in the post assessment test into Blackboard. Failure to complete these task will result in clinical points being deducted (5 per the point deduction sheet under skills proficiency section) and entrance to class being denied for that class day, resulting in an absence. All absences must be made up and that practice time must be scheduled with the instructor.

**Skills Proficiency**:

When students come to the campus laboratory for a skill conference or evaluation, they must come prepared with the objectives or Skill Evaluation Tool, and/or supplies. Point deductions totaling eleven (11) or greater will be considered failing and the skill will have to be performed again. Required forms (skills check-off sheets) must be presented to the instructor prior to beginning the procedure. The instructor is not obligated to do your evaluation if you do not have all of the proper materials (e.g. scrub attire, check list, name tag, etc.)

This is a test of the student’s proficiency in a given skill and the instructor will not use this time to teach. Skill proficiency evaluation grades are given based on the student’s performance of skills during scheduled skill evaluations. **In order to pass a skill, 90% proficiency must be attained, and critical elements must be met**. A student will have three opportunities to pass the skill. If 90% proficiency and critical elements are not met by the third attempt at a skill, a failing grade will be given for the course. If a student must repeat a skill evaluation, only the first evaluation grade will be used in the cumulative course grade calculations. The student is responsible for making an appointment with an Instructor to perform additional practice on the failed skill but cannot repeat check offs on failed skills within 1week of 1st attempt. Practice times are scheduled and important to learning. Additional practice will be the responsibility of the student, and the student should not present for skills proficiency evaluation until they have sufficiently practiced. The following standard point deductions will be made on skill evaluations. Additional points may be deducted at the instructor’s discretion.

Failure to provide basic communication 3 points

Failure to provide patient education 3 points

Failure to follow medical asepsis or surgical asepsis when appropriate 11 points

Failure to answer critical thinking questions 2 points

Failure to correctly gather supplies 5 points

Failure to perform an essential step in the procedure 11 points

Failure to provide client safety 11 points

Failure to verbalize or document appropriately 5 points

Failure to clean area and supplies 5 points

Failure to assess the patient 8 points

Failure to evaluate 6 points

Failure perform non essential step in procedure 3 points

Failure to follow uniform policy 3 points

**Tests/Exams:**

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

**Assignments:**

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

**Other Course Requirements:**

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

**Student Responsibilities/Expectations:**

Refer to VN Student Handbook for specifics.

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

**NTCC Academic Honesty Statement:**

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

**Academic Ethics**

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

**ADA Statement:**

It is the policy of NTCC to provide reasonable accommodations for qualified individuals who are students with disabilities. This College will adhere to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student’s responsibility to request accommodations. An appointment can be made with Katherine Belew, Academic Team Lead Coordinator of Special Populations located in the Student Services. The website to receive more information and to obtain a copy of the Request for Accommodations, please refer to the [NTCC website - Special Populations](http://www.ntcc.edu/index.php?module=Pagesetter&func=viewpub&tid=111&pid=1) as well as contacting them at this email [specialpopulations@ntcc.edu](mailto:specialpopulations@ntcc.edu) or calling (903)434-8104.

**Family Educational Rights and Privacy Act** (**FERPA**):

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

**Other Course Policies:**

Refer to the VN Program Handbook for specific policies.

**Communication Policy**

Vocational Nursing Program

Northeast Texas Community College

**Communication with your Classmates**

Each student is expected to interact with others in the class, develop and share ideas, share experiences, and receive feedback. In order to maintain a “therapeutic milieu” and environment conducive of learning, this communication is to be respectful, considerate, and courteous at all times and without fail. Should communication be deemed disrespectful by the instructor or perceived to be disrespectful by students, there will be disciplinary intervention of at least being asked to leave the class in which the student will expect to receive an absence; but may include intervention at the maximum of being dismissed from the program.

Methods of communications may include class face-to-face discussion, Blackboard discussions, school provided email, and any other route acceptable to all students involved in interaction.

**Communication with the Instructor (outside of classroom)**

College email will be utilized for all communications outside of the classroom or clinical environments, except as noted below. Additionally, the student will be expected to send all communications from their school provided email address. Please remember, that while the internet is available 24 hours a day, your instructor and other students are not. In this course, you can expect that your instructor will respond to messages within 48 hours, except for weekends, college breaks between semesters, and college recognized holidays when response times will be at the instructor’s discretion.

**Classroom/Clinical “call-offs” and urgent/emergent matters are the only appropriate communications that should be directed to the instructor’s personal cell phone.** It is important to use your best judgement in regard to utilizing the instructor’s personal cell phone number for communications. To help you make this determination, the following examples are provided:

Email Instructor:

* Computer problems experienced after normal business hours
* Questions regarding expectations, assignments, etc after normal business hours
* Questions regarding the schedule after normal business hours (remember, a calendar is provided to you; and you are to expect to be on campus from 0800-1600 every single day – no exceptions. Any unexpected start time will be communication to the student as soon as decision is made. Any early release is a perk for that day.)
* Uniform questions after normal business hours.
* Volunteer opportunity approval.

Call/Text Instructor:

* Urgent situation experienced on way to school/clinical (flat tire, witness wreck, etc)
* Emergency experienced that will prevent participation in classroom or clinical.
* Any of the above noted examples (email) occurring between the hours of 0800-1800 Monday-Thursday.
* Change in clinical assignment as provided by preceptor.
* Experiencing some sort of trouble in clinical.
* Early release from clinical.
* You had an overwhelmingly amazing day in clinical and want to share.

It is reasonable to expect there are situations outside of these examples, however, the student is asked to use their best judgement in choosing how to notify instructor.

**Communication with Instructor (on campus)**

Face-to-face conversations are welcome. Your instructor will have available office hours posted. Students may request a meeting by sending an email or making a call to the office number to arrange for a conversation during the instructor’s posted office hours. Any meetings outside of these timeframes is at the instructor’s discretion.

Unless otherwise noted, students are asked to be respectful of breaks provided during lecture hours and recognized lunch hours.

Questions or concerns regarding this policy may be directed to Carie Overstreet, RN at [coverstreet@ntcc.edu](mailto:coverstreet@ntcc.edu).

**By signing below, you acknowledge understanding of this policy and have had an opportunity to have your questions answered**.

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Student Date