**VNSG 1260 Medical-Surgical I Clinical**

**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 | 0800-1200 | Clinical | ZOOM only by appointment | **8-8 M-F email or Bb** |

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

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

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

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

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

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

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

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

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

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

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

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

**Student Learning Outcomes:**

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

1. Apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry.

2. Will demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry

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

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

* 1. Function within the nurse’s legal scope of practice and in accordance with the policies and procedures of the employing health care institution or practice setting.
  2. Demonstrate responsibility for continued competence in nursing practice, and develop insight through reflection, self-analysis, self-care, and lifelong learning.
  3. Use clinical reasoning and established evidence-based policies as the basis for decision
  4. Provide safe, compassionate, basic nursing care to assigned patients with predictable health care needs through a supervised, directed scope of practice.
  5. Implement aspects of the plan of care within legal, ethical, and regulatory parameters and in consideration of patient factors.
  6. Implement teaching plans for patients and their families with common health problems and well-defined health learning needs.
  7. Implement measures to promote quality and a safe environment for patients, self and others.
  8. Assist in the formulation of goals and outcomes to reduce patient risks.
  9. Obtain instruction, supervision, or training as needed when implementing nursing procedures or practices.
  10. Communicate and collaborate with patients, their families, and the interdisciplinary health care team to assist in the planning, delivery, and coordination of patient-centered care to assigned patients.

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

**Evaluation:**

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

**Grading Policy**:

Letter Grade Scale:

A= 90-100 points

B= 80-89 points

C= 78-79 points

F= below 78 points

Final Course Average:

Journal/Care Plan 100%

Clinical points deducted (not to exceed 22) if applicable

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

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

**Evaluation/Grading Policy:**

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

In addition to multiple graded clinical documentation assignments, the student will be graded on performance. Any behavior found to be not in compliance with established policy and procedure will receive point deduction. This will include any behavioral point deductions in the classroom or skills lab, for example: classroom tardiness, uniform infringements, or clinical skills lab performance point deductions, among others. (Please refer to the Vocational Nursing Program Policy Handbook for complete policy on point system.) These points will be deducted from the final grade after all clinical assignments have been graded and averaged. For example, at the end of the semester, your documentation average is a 96. Over the semester, you received five clinical point deductions totaling 5 points. Your final average will be 91 (A). {96-5=91}

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

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

Pre-clinical plans will be evaluated by instructors.

Chain of Command – Students are required to follow the Chain of Command policy in the Vocational Nursing Handbook 2020-2021. 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.

**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 clinical site. Possession of a cell phone in the clinical 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**.

**Lectures & Discussions:**

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

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

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

**Tests/Exams:**

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

**Assignments:**

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

**Other Course Requirements:**

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

**Student Responsibilities/Expectations:**

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.

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

**NTCC Academic Honesty Statement:**

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

**Academic Ethics**

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

**ADA Statement:**

It is the policy of NTCC to provide reasonable accommodations for qualified individuals who are students with disabilities. This College will adhere to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student’s responsibility to request accommodations. An appointment can be made with Kat Belew, Academic Advisor/Coordinator of Special Populations located in the College Connection. She can be reached at kbelew@ntcc.edu . For more information and to obtain a copy of the Request for Accommodations, please refer to the [NTCC website - Special Populations](http://www.ntcc.edu/index.php?module=Pagesetter&func=viewpub&tid=111&pid=1).

**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).

DATES TO REMEMBER:

10/14 CLINICAL BEGINS

10/21 CLINICAL

10/28 VIRTUAL CLINICAL

11/4 CLINICAL

11/11 CLINICAL

11/18 SIMULATION CLINICAL ON CAMPUS

11/25 **NO CLINICAL (HAPPY THANKSGIVING)**

**12/1-12/2 CLINICAL EVALUATIONS**