

**GRAYSON COLLEGE
ASSOCIATE DEGREE
NURSING PROGRAM**



**NURSING 4
RNSG 2463
Spring 2021**

GRAYSON COLLEGE
Course Syllabus

Course Information

RNSG 2463, Clinical Nursing 4

Professor Contact Information

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Course Description

(0-0-15-240-4) A health-related work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional.

Course Pre-requisites, Co-requisites, and/or Other Restrictions

Pre-requisites: BIOL 2301/2101 or 2401 & 2302/2102 or 2402; MATH 1314 or MATH 1342; RNSG 1323 or 1227 (TE program), RNSG 1119, RNSG 1360; RNSG 2404 or 1413 (TE program), RNSG 1144, RNSG 1461; RNSG 2414, RNSG 2462

Co-requisites: RNSG 2463 must be taken concurrently with RNSG 2435.

Restrictions: A grade of “Pass” (75.0) or better is required to progress.

Course Placement: Fourth semester of the nursing program

End-of-Program Student Learning Outcomes:

Member of the profession

- 1.1 Demonstrate professional attitudes and behaviors.
- 1.2 Demonstrate personal accountability and growth.
- 1.3 Advocate on behalf of patients, families, self, and the profession.

Provider of patient-centered care

- 2.1 Use clinical decision-making skills to provide safe, effective care for patients and families.
- 2.2 Develop, implement, and evaluate teaching plans to meet the needs of patients and families.
- 2.3 Integrate a caring approach in the provision of care for diverse patients and families.
- 2.4 Perform skills safely and correctly in the provision of patient care.
- 2.5 Manage resources in the provision of safe, effective care for patients and families.

Patient safety advocate

- 3.1 Implement measures to promote a safe environment for patients, self, and others
- 3.2 Formulate goals and outcomes to reduce risk using evidence-based guidelines.

Member of the health care team

- 4.1 Initiate and facilitate communication to meet the needs of patients and families.
- 4.2 Collaborate with patients, families, and health care team members to promote quality care.
- 4.3 Function as a member of the interdisciplinary team.

Course Outcomes for RNSG 2463

- Demonstrate professional attitudes and behaviors
- Demonstrate personal accountability and growth
- Independently advocate on behalf of patients, families, self, and the profession
- Independently use clinical decision making skills to provide safe, effective care for patients and families
- Independently develop, implement and evaluate teaching plans to meet the needs of patients and families
- Independently integrate a caring approach in the provision of care for diverse patients and families
- Perform skills safely and correctly in the provision of patient care
- Independently manage resources in the provision of safe, effective care for patients and families
- Implement measures to promote a safe environment for patients, self, and others
- Formulate goals and outcomes to reduce patient risk using evidence based guidelines
- Independently initiate and facilitate communication to meet the needs of patients and families
- Independently collaborate with patients, families, and healthcare team members to promote quality care
- Demonstrate skills as the leader of a student team

Scans Skills:

When taken concurrently with RNSG 2435, the following skills will be achieved:

Workplace Competencies

1. Resources: Identifies, Organizes, Plans and Allocates Resources:

Students in RNSG 2463 must be able to allocate their time and material/facility resources in an efficient manner in the clinical setting. They must be able to manage the care of a group of clients in the clinical setting. Students must organize and plan patient care activities so that the work is completed in the allocated time. Concepts of making client assignments for a team, that helps students learn how to distribute the patient care among members of the team, is introduced.

2. Interpersonal Skills: Works with Others

Students in RNSG 2463 must demonstrate skills of negotiation, delegation, and participation as a member of a team. Students learn to use concepts of management and evaluation skills as they work with other healthcare team disciplines. Students are also expected to meet self-directed learning goals that enable them to identify needs of growth.

3. Information: Acquires and Uses Information

Students in RNSG 2463 must continue with development of information skills so that all resources of patient information are used to collect data. Sources of information include the individual hospital information systems, the college's extensive collection of resources including internet, CAI, (available in the Health Science computer lab), patient record, physician record, nursing journals and other available references.

4. Systems: Understands Complex Inter-Relations

Students in RNSG 2463 must be able to practice within the legal scope of nursing practice. This legal scope includes the state of nursing regulations, federal legislation, state statutes and common law. The practice of nursing is governed by the Nurse Practice Act, which was enacted by the state legislature. A variety of laws are enacted at the state level that has a direct impact on the nurse providing clinical care.

5. Technology: Works with a Variety of Technology

Students in RNSG 2463 must be able to manage information and knowledge with use of advanced and emerging technology. Emerging technologies can be used to provide linkages, specifically information technologies used for information handling. The current focus is on using information collected by emerging technologies to gain a competitive advantage in healthcare.

Foundation Skills

1. Basic Skills: Reading, Writing, Math, Listening and Speaking

Students in RNSG 2463 are required to do several written assignments reflective of their clinical experiences such as nursing care plans and/or teaching plans. Participation in case study presentations is also required. Dosage calculations on math mastery exams requiring 90% competency is required.

2. Thinking Skills: Creative Thinking, Problem Solving, Visualizing Relationships, Reasoning and Learning

Students in RNSG 2463 are encouraged to be active participants in the learning process as well as self-directed learners. They must be able to identify their learning needs. They are required to complete case studies for problem solving and critical thinking. Formulation of a philosophy of Nursing and personal values are exposed. By recognizing and identifying problems in the client populations, students develop and implement a plan of care.

3. Personal Qualities: Responsibility, Self-esteem, Sociability, Self-Management, Integrity and Honesty

Students in RNSG 2463 critique themselves after each clinical day with regard to professional development. They are expected to demonstrate the professional nursing role by expressing insight into their own learning needs. They must demonstrate respect for others, assume accountability for decisions and/or actions and involve self in finding solutions to problems.

Required Textbooks and Materials: See RNSG 2435 Syllabus

Methods of Instruction

1. Discussion
2. Group Process - Role Play
3. Simulation of client situations
4. Study Guides
5. Audio-visual /Computer materials
6. Clinical practicum
7. Written assignments
8. Required textbooks
9. Instructor - student conferences
10. Supervised care of selected clients
11. Daily evaluations
12. Role Transition
13. Sim Fair

Methods of Evaluation

The course grade is based upon clinical performance, assigned projects/presentations, and written assignments. Clinical performance is measured on a pass/fail clinical evaluation tool. To achieve a clinical performance grade of "Pass" the student must receive satisfactory 75% (3.0) on all items identified with an asterisk at the time of the final evaluation as well as passing role transition and attendance to the Sim Fair. All assignments (including daily/weekly evaluations and paperwork) must be satisfactorily completed and submitted in a timely manner to the clinical instructor to receive a grade of "Pass" on the clinical evaluation tool.

Skills Review Check-off

All students must pass a skills review check-off at the beginning of the semester in the lab sections of the second, third and fourth semesters of the program. All students will be allowed two attempts to successfully complete a random selection of any two previously learned skills. Check-offs will be conducted using a skills check-off form. Both skills selected must be completed within a 30-minute period. Students will be given the option of a five-minute warning. Failure to pass the check-off will result in the need to withdraw from the course and any concurrent nursing courses.

Clinical Requirements

1. Written assignments must be completed as designated by the Nursing 4 faculty.
2. Students will bring current drug information to clinical.
3. Students will come prepared to assume designated assignments whether in the acute care setting or a community setting. Each student will assume the role of student Team Leader when assigned.
4. Critical skills must be passed in the designated time frame and performed according to critical criteria.
5. Assignments for the community resource and simulation rotations must be completed by the designated time. Performance will be reflected on the final clinical evaluation.
6. Students will complete role transition and participate in Sim Fair.
7. Role transition must be satisfactorily completed by the designated time.

Course Grading

1. RNSG 2463 is a pass/fail course

Course & Instructor Policies

Attendance:

The ADN program adheres to the Grayson College Student Handbook attendance policy. Should absences occur which do not allow for full evaluation of student performance (quality and consistency) faculty will be unable to assign a passing grade. In addition, the following policies are specific to the clinical course.

1. Attendance on the assigned clinical day is mandatory. Any missed clinical time must be made up. More than one clinical absence during the entire program may be grounds for dismissal based on the recommendation of the Admission, Retention and Graduation Committee.
2. A student must notify the clinical instructor if he/she is going to be late to any clinical experience. Failure to notify the professor or an unexcused tardiness, per the instructor's discretion, will result in an absence for the clinical day.
2. Students must attend all pre and post-conferences either in the clinical setting or on campus (i.e., guest speakers, lab practices, etc.).
3. Students are expected to remain on the clinical campus during the entire clinical day. If a student must leave the clinical campus during a designated meal or break time, the student must have permission of the clinical instructor and is responsible to ensure that there is adequate coverage to meet the needs of assigned clients.
4. Students must notify the professor or a designated alternate at least one hour prior to time scheduled for clinical if they are going to be absent. Failure to notify the professor will be reflected on the final clinical evaluation and may result in a clinical failure.

Please refer to your ADN Student Handbook for additional information/policies on attendance.

Clinical Course Policies: This is not a complete list of clinical course policies. All policies related to clinical courses are published in the ADN Program Student Handbook
Required Assignments: Specific assignments, requirements, objectives, and clinical forms related to RNSG 2463 are included at the end of the course syllabus for ease of printing.
Academic Calendar: See RNSG 2435 Calendar

Clinical Procedures Policy

1. Medications may be administered only after satisfactory completion of a campus laboratory student demonstration (check-off).
2. Procedures not marked may be performed independently by the student following satisfactory lab check-off.
3. All procedures marked with a (*) must be supervised by a faculty member until released for supervision by a designated Registered Nurse.
4. If an error is made while completing a procedure, the student must follow the *Procedure Variance Policy*.
5. Removal of any therapeutic equipment must be approved or supervised by the clinical instructor or approved Registered Nurse.
6. During Role Transition, the clinical preceptor is the "designated RN."

7. Documentation of all procedures as appropriate

Nursing 1	Nursing 2	Nursing 3	Nursing 4
Vital signs	Vital signs	Vital signs	Vital signs
Bed making	Bed making	Bed making	Bed making
Bed bath	Bed bath	Bed bath	Bed bath
ROM exercises	ROM exercises	ROM exercises	ROM exercises
Transfers / positioning	Transfers / positioning	Transfers / positioning	Transfers / positioning
Health assessment	Health assessment	Health assessment	Health assessment
Glucometer check	Glucometer check	Glucometer check	Glucometer check
		Basic EKG interpretation	Basic EKG interpretation
Dressing change Non-sterile dressing	Dressing change Non-sterile dressing Sterile dressing * Central line dressing *	Dressing change Non-sterile dressing Sterile dressing * Central line dressing *	Dressing change Non-sterile dressing Sterile dressing * Central line dressing *
	NG tube insertion *	NG tube insertion *	NG tube insertion *
	Gastric tube feeding *	Gastric tube feeding *	Gastric tube feeding *
	Urinary catheterization *	Urinary catheterization *	Urinary catheterization *
Medication administration	Medication administration	Medication administration	Medication administration
Oral *	Oral *	Oral *	Oral *
Intramuscular *	Intramuscular *	Intramuscular *	Intramuscular *
Intradermal *	Intradermal *	Intradermal *	Intradermal *
Subcutaneous *	Subcutaneous *	Subcutaneous *	Subcutaneous *
Suppository *	Suppository *	Suppository *	Suppository *
Topicals *	Topicals *	Topicals *	Topicals *
Inhalers *	Inhalers *	Inhalers *	Inhalers *
Eye / ear meds *	Eye / ear meds *	Eye / ear meds *	Eye / ear meds *
	NG / PEG tube meds *	NG / PEG tube meds *	NG / PEG tube meds *
	IV push / IV piggyback *	IV push / IV piggyback *	IV push / IV piggyback *
	Venipuncture / IV insertion*	Venipuncture / IV insertion *	Venipuncture / IV insertion *
	Blood specimen collection*	Blood specimen collection *	Blood specimen collection*
	Access implanted venous port*	Access implanted venous port*	Access implanted venous port*
		Nasotracheal suctioning *	Nasotracheal suctioning *
		Tracheostomy suctioning *	Tracheostomy suctioning *
		Tracheostomy care *	Tracheostomy care *

Student Conduct & Discipline

Refer to ADN Student Handbook for policies

Grayson College campus-wide student policies may be found on our Current Student Page on our website:
<http://grayson.edu/current-students/index.html>

Academic Integrity “Scholastic Dishonesty”

“Scholastic dishonesty” shall include, but not be limited to, cheating, plagiarism, and collusion.

“Cheating” shall include, but shall not be limited to:

1. Copying from another student’s test or classwork;
2. Using test materials not authorized by the person administering the test;
3. Collaborating with or seeking aid from another student during a test without permission from the test administrator;
4. Knowingly using, buying, selling, stealing, or soliciting, in whole or in part, the contents of an unadministered test, paper, or another assignment;
5. The unauthorized transporting or removal, in whole or in part, of the contents of the unadministered test;
6. Substituting for another student, or permitting another student to substitute for one’s self, to take a test;
7. Bribing another person to obtain an unadministered test or information about an unadministered test; or
8. Manipulating a test, assignment, or final course grade

“Plagiarism” shall be defined as the appropriating, buying, receiving as a gift, or obtaining by any means another’s work and the unacknowledged submission or incorporation of it in one’s own written work.

“Collusion” shall be defined as the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements.

Student Responsibility

You have already made the decision to go to college; now the follow-up decisions on whether to commit to doing the work could very well determine whether you end up working at a good paying job in a field you enjoy or working at minimum wage for the rest of your life. Education involves a partnership that requires both students and instructors to do their parts. By entering into this partnership, you have a responsibility to show up for class, do the assignments and reading, be engaged and pay attention in class, follow directions, and put your best effort into it. You will get out of your experience here exactly what you put into it – nothing more and nothing less.

Disability Services

The ADN faculty recognizes that, in specific circumstances, students in the ADN program may require modifications. This policy is consistent with the Rules & Regulations Relation to Professional Nursing Education, Licensure & Practice, Texas Board of Nursing, and with the Americans with Disabilities Act (ADA). Please refer to Grayson College’s policy regarding student accommodations, the Grayson College Student Handbook, or refer to the website: www.grayson.edu for more information.

TITLE IX

GC policy prohibits discrimination on the basis of age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, retaliation, serious medical condition, sex, sexual orientation, spousal affiliation and protected veterans’ status.

Furthermore, Title IX prohibits sex discrimination to include sexual misconduct: sexual violence (sexual assault, rape), sexual harassment and retaliation.

For more information on Title IX, please contact:

- Dr. Molly M. Harris, Title IX Coordinator (903)463-8714
- Ms. Logan Maxwell, Title IX Deputy Coordinator - South Campus (903) 415-2646

- Mr. Mike McBrayer, Title IX Deputy Coordinator - Main Campus (903) 463-8753
- Website: <http://www.grayson.edu/campus-life/campus-police/title-ix-policies.html>
- GC Police Department: (903) 463-8777- Main Campus) (903-415-2501 - South Campus)
- GC Counseling Center: (903) 463-8730
- For Any On-campus Emergencies: 911

**Grayson College is not responsible for illness/injury that occurs during the normal course of classroom/lab/clinical experiences.

**These descriptions and timelines are subject to change at the discretion of the Professor(s) .

** Grayson College campus-wide student policies may be found at the following URL on the College website:
<https://www.grayson.edu/currentstudents/Academic%20Resources/index.html>

Performance Standards which Define Satisfactory Performance of Expected Behaviors

Behaviors that are graded are listed in the course clinical evaluation tool for each semester, under each clinical objective. The criteria that define behavioral standards at each level are listed below.

NURSING 4 (RNSG 2463)

Grade	Criteria
1	<ul style="list-style-type: none"> • Unprofessional attitudes or behaviors • Unsafe skill or practice • Formal, written counseling is required if a 1 is received
2	<ul style="list-style-type: none"> • Not adhering to program and/or agency policies • Requires cues from faculty and/or staff • Demonstrates a lack of skill, clinical judgment, or efficiency • Failure to recognize and intervene in an unsafe environment for patient, self, and others • Demonstrates ineffective communication • Performs as an ineffective team member and/or team leader
3	<ul style="list-style-type: none"> • Adheres to program and agency policies • Demonstrates positive professional behaviors • Performs nursing care safely and accurately for 2 or more patients requiring only monitoring and supervision • Demonstrates appropriate clinical judgment and efficiency for 2 or more patients • Recognizes and intervenes in an unsafe environment for patient, self, and others • Demonstrates effective communication • Performs as an effective team member and/or team leader
4	<ul style="list-style-type: none"> • Adheres to program and agency policies • Demonstrates positive professional behaviors • Performs nursing care safely and accurately for 2 or more patients independently within the policies of ADN program • Demonstrates appropriate clinical judgment and efficiency for 2 or more patients • Recognizes and intervenes in an unsafe environment for patient, self, and others • Demonstrates effective communication • Performs as an effective team member and/or team leader • Has demonstrated an improvement in designated criteria and/or behavior

Grayson College
Associate Degree Nursing

Specialty Area Objectives

A clinical experience in a specialty area involves personal & professional responsibility in the following areas:

1. Preparation prior to the clinical experience as assigned
2. Communication & collaboration with the specialty area staff & your assigned preceptor
3. Completion of the specialty area objectives for the assigned experience
4. Completion of two clinical objectives
5. Timely submission of required paperwork related to your experience

Specialty Area Objectives: Emergency Department

1. Report to the ER supervisor or charge nurse following pre-conference. Assist an RN preceptor with client assessment, care and discharge. Invasive procedures may be performed with RN preceptor supervision. Observe the process of triage.
2. Written work: Submit a summary of your day. Compare nursing care you performed with standard triage procedures. Complete the two additional objectives you selected. Submit with daily evaluation.

Specialty Area Objectives: Day Surgery

1. Report to the DS supervisor or charge nurse at the time designated by the instructor. Assist with client assessment, care and discharge in the pre- and post-operative phases. Observe and assist with IV fluid preparation and IV insertion as available. Invasive procedures may be performed with RN preceptor supervision.
2. Written work: Submit a summary of your day. Identify nursing priorities observed in the pre and post-operative phases. List nursing care and skills performed. Complete the two additional objectives you selected. Submit with daily evaluation.

Critical Care Clinical Objectives

1. Report to the ICU charge nurse following pre-conference. Assist with client assessment and care. Invasive procedures may be performed with RN preceptor supervision. Manually calculate IV flow rates on any continuous IV infusions, such as dopamine, lidocaine or heparin. Compare your results with the computer generated calculations. Perform a complete systems assessment for one client.
2. Written work: Submit a summary of day. Submit your math calculations, systems assessment, and a list of nursing care and skills. Complete two additional objectives that you selected. Submit these with your daily evaluation.

Cardiac Cath Lab Clinical Objectives

1. Report to the Cath lab supervisor or charge nurse following pre-conference. Observe nursing priorities of care. Observe the procedure and assess for arrhythmias on the ECG. Identify medications used during the procedure.
2. Written work: Submit a summary of your day. List nursing priorities observed, ECG rhythms observed, and medications administered during the procedure. Complete the two additional objectives you selected. Submit with your daily evaluation.

GI Lab Clinical Objectives

1. Report to the GI Lab following pre-conference. Observe nursing priorities of care prior to, during, and post-procedure. Observe procedures, and identify medications used during the procedure. Invasive procedures may be performed with RN preceptor supervision.
2. Written work: Submit a summary of your nursing priorities observed, medications used, and nursing care and skills you performed. Complete the two additional objectives you selected. Submit with your daily evaluation.

Operating Room Clinical Objectives

1. Report to the OR at designated time. Observe the responsibilities and priorities of the circulating RN.
2. Written work: Submit a summary of your day. Describe the nursing care and priorities demonstrated by the circulating nurse and the operative procedures observed. Complete the two additional objectives you selected. Submit with your daily evaluation.

Hyperbaric/Wound Care Clinical Objectives

1. Report to the Hyperbaric Unit following pre-conference. Observe the nursing care and priorities of the Hyperbaric & wound care nurses. Assist with wound care procedures. Invasive procedures may be performed with RN preceptor supervision.
2. Written work: Submit a summary of your day. Describe the nursing care and priorities demonstrated by the Hyperbaric & wound care nurses. List procedures you performed. Complete the two additional objectives you selected. Submit with your daily evaluation.

Pediatrics Clinical Objectives

1. Observe the nursing care priorities and nursing care performed by the pediatric nurse. Assess and implement care for a pediatric client. Invasive procedures may be performed with RN preceptor supervision. Complete a full systems assessment on a pediatric client. In addition, include the following information:
 - Age, height, weight.
 - Locomotor skill level (sitting, crawling, walking, etc.)
 - Developmental stage, including evidence of successful accomplishment of previous stage (Erickson)
 - Interaction with family members
2. Written work: Submit a summary of your day. Describe nursing care and priorities of the pediatric nurse and the procedures you performed. Complete assessment data (#2). Complete the two additional objectives you selected. Submit with your daily evaluation.

Rehabilitation Unit Clinical Objectives

1. Observe the nursing care priorities and nursing care performed by the rehab nurse. Implement nursing care for a group of clients. Invasive procedures may be performed with RN preceptor supervision. Attend an interdisciplinary team meeting, if possible.
2. Written work: Submit a summary of your day. Describe the nursing care priorities in the rehab setting and the care and procedures you performed. Describe team collaboration observed. Complete the two additional objectives you selected. Submit with your daily evaluation.

Telemetry Unit Clinical Objectives

1. Observe telemetry recordings for normal electrical activity. Identify electrical and mechanical interference. Identify normal sinus rhythm and compare with abnormal ECG recordings. Observe collaboration between the telemetry nurse and telemetry technician.
2. Written work: Submit a summary of your day. Describe the cardiac rhythms observed and the significance and treatment of each dysrhythmia. Complete the two additional objectives you selected. Submit with your daily evaluation.

Case Manager Clinical Objectives

1. Observe the role of the case manager. Identify priorities of case management, and communication and collaboration skills used to implement care.
2. Written work: Submit a summary of your day. Describe the role and priorities of the case manager, and the collaboration and communication skills observed. Complete the two additional objectives you selected. Submit with your daily evaluation.

House Supervisor Clinical Objectives

1. Observe the role of the house supervisor. Identify priorities of the house supervisor, and the impact this role has on the provision of client care.
2. Written work: Submit a summary of your day. Describe the role and priorities of the house supervisor, the impact on client care, and your activities during the experience. Complete the two additional objectives you selected. Submit with your daily evaluation.

Obstetrics Specialty Objectives

1. Report to the unit following preconference. Assist with client care. Perform a complete systems assessment for one client.
2. Written Work: Submit a summary of your day. Describe the nursing care and priorities demonstrated by the OB nurses. List procedures you performed. Complete the two additional objectives you selected. Submit with your daily evaluation.

Radiology Nursing Specialty Objectives

1. Report to the radiology nurse following preconference. Assist with nursing procedures and start IV's supervised by the radiology RN.
2. Written work: Submit a summary of your day. Describe the nursing care and priorities demonstrated by the radiology nurse. List procedures you performed. Complete the two additional objectives you selected. Submit with your daily evaluation.

Grayson College
Associate Degree Nursing Program
Clinical Objectives

May include any of the objectives for previous clinical courses, as well as those listed for each course.

	RNSG 1360	RNSG 1461	RSNG 2462	RNSG 2463
<i>Member of the Profession</i>				
Professionalism	<p>Describe professional behaviors and attitudes observed on your assigned unit.</p> <p>Describe a clinical situation you observed which involved an ethical issue.</p> <p>Describe a clinical situation you observed which involved a legal issue</p>	<p>Describe how you demonstrated professional behaviors in the provision of care to your assigned patients.</p> <p>Describe how you used an ethical principle to in planning and implementing care for your assigned patients.</p> <p>Describe how you used a legal principle in planning and implementing care for your assigned patients.</p>	<p>Analyze the impact of professionalism on the outcome of care for your assigned patients.</p> <p>Analyze the impact of ethical principles in the outcome of care for your assigned patients.</p> <p>Analyze the impact of legal principles in the outcome of care for your assigned patients.</p>	<p>Analyze the impact of professionalism on patient care outcomes on your assigned unit.</p> <p>Analyze a clinical situation that involved an ethical dilemma.</p> <p>Analyze legal considerations that impact the outcome of care for patients on your assigned unit.</p>
Personal Accountability	Describe a situation where you took personal accountability for your actions within the clinical setting.	Analyze the outcome of a situation in which you assumed personal accountability for your actions in the clinical setting.	Implement a plan to address your personal learning needs in the clinical setting.	Evaluate strategies you implemented to address your personal learning needs in the clinical setting.
Advocacy	Describe a specific clinical situation which involved advocacy.	Describe how you acted as an advocate for your assigned patient.	Analyze how patient advocacy impacted the outcome of patient care in a clinical situation.	Analyze how you independently advocated on behalf of your patients, families, self, or the profession.
<i>Provider of Patient-Centered Care</i>				

Clinical Decision Making	Describe the nursing knowledge needed to plan safe, effective care for your assigned patient.	Describe how your assigned patient's plan of care relates to your assessment findings. Describe a patient care situation in which clinical decision making skills impacted the outcome of patient care.	Analyze a clinical situation in which additional nursing knowledge might have impacted the outcome of patient care. Analyze a clinical situation in which decision making skills impacted the outcome of patient care.	Discuss how the nurse manager on your assigned unit uses nursing knowledge in the management of care for the patients on the unit. Analyze how your use of decision making skills impacted the outcome of patient care for a group of patients.
Patient Teaching	Describe your assigned patient's response to the teaching you provided	Discuss the principles underlying your approach to patient teaching for your assigned patients.	Analyze a clinical situation in which the strategies used to provide patient teaching impacted the outcome of patient care.	Analyze how your approach to patient teaching impacted the outcome of patient care.
Caring Approach	Describe caring interventions you used in the care of your assigned patient.	Describe a patient care situation in which the implementation of a caring approach impacted the outcome of patient care.	Analyze how a caring approach impacted the outcome of patient care in a clinical situation.	Analyze the utilization of a caring approach to meet the needs of a diverse patient population
Resource management	Identify resources available to you in the provision of care for your assigned patient.	Describe how your use of resources impacted the outcome of your patient care.	Discuss the role of the nurse in ensuring adequate resources for patient care.	Analyze how availability of adequate resources impacts outcomes of care on your assigned unit.
Skill Competency	Describe skills used to ensure safe, effective care. Discuss the importance of the rights of medication administration. Identify factors that may impact safe medication administration on your assigned unit.	Analyze the effectiveness of the skills you used in the care of your patients. Analyze the effectiveness of the strategies you used to organize medication administration for your assigned patients.	Analyze a clinical situation in which effective time management skills impacted the outcome of patient care. Evaluate a clinical situation in which the approach to medication administration impacted the outcome of patient care.	Analyze the effectiveness of the strategies you used to care for a group of patients. Discuss alternate approaches to promote safe medication administration.
<i>Patient Safety Advocate</i>				

Safety	Describe measures you used to promote a safe environment for your patient, self, and others.	Discuss measures you used to promote a safe environment for your patients, self, and others.	Analyze measures used to promote a safe environment for patients, self, and others.	Evaluate measures to promote a safe environment for patients, self, and others.
Risk Reduction	Describe how abnormal values (vital signs; diagnostic test findings) reflect increased risk for your assigned patient.	Describe the diagnostic test results, prescribed medications and/or treatments for your assigned patients.	Analyze the relationship between the assessment findings, diagnostic test results, and prescribed treatments for your assigned patients. Analyze how the implementation of risk reduction strategies impacted the outcome of care for your assigned patients.	Analyze the impact of evidence-based practice on the outcomes of care on your assigned unit. Describe a clinical situation where failure to rescue could lead to potential harm.
<i>Member of the Health Care Team</i>				
Communication	Identify communication skills used in the care of your assigned patient.	Describe a patient care situation in which therapeutic communication skills impacted the outcome of patient care.	Analyze a clinical situation in which therapeutic communication skills impacted the outcome of patient care.	Analyze how your use of therapeutic communication skills impacted the outcome of patient care.
Collaboration & Coordination	Describe activities you used to encourage participation of the patient, family, and/or health care team to meet patient needs. Describe the role of a non-nurse member of the interdisciplinary healthcare team.	Describe how varying members of the IDT healthcare team impacted the outcome of care for your assigned patient.	Describe how your collaboration with other IDT members impacted the outcome of care for your assigned patients.	Analyze strategies you used to promote effective collaboration.

WRITTEN CLINICAL REQUIREMENTS

**Team Leaders and / or designated others are responsible for bringing an NCLEX-RN review book and drug reference to clinical for patient care preparation during pre-conference time.

- 1) **Systems assessment and Client Care Documentation:**
Facility based assessment charting to be utilized as assigned by instructor.
- 2) **Completed Daily Evaluation:**
Each clinical day documented on one weekly form.
- 3) **Medication Administration Sheet**
Completed weekly until satisfactory achieved or until released by instructor.
- 3) **Team Leader or Team Member Evaluations**
One completed weekly for Team Leader or member as applicable.
- 4) **Plan of care**
Facility based plan of care to be utilized.
- 5) **Professional Resume**
Due by date given in orientation. Reviewed by clinical instructor and corrected until satisfactory.
- 6) **Performance Improvement Group Project**
One per semester as assigned by instructor.

GRAYSON COLLEGE
ASSOCIATE DEGREE NURSING
RNSG 2463

TEAM LEADER / MEMBER CLINICAL RESPONSIBILITIES

Team Leader/ Member activities are starred items in Nursing 4.

Daily student assignments will be organized around either direct client care or objectives for use in specialty areas. In addition to specific clinical objectives for the day, the student will:

- a) Prioritize needs and manage care for a group of clients.
- b) Perform assigned client care.
- c) Perform assigned nursing skills.
- d) Complete all assignments in a reasonable time.
- e) Complete written assignments by designated deadline.
- f) Utilize the nursing process as the basis for clinical performance.
- g) Maintain professional behavior and attitudes in the clinical area.

STUDENT TEAM MEMBERS WILL:

1. Prepare for clinical by:
 - a) Obtaining client assignment from Student Team Leader.
 - b) Completing a standardized care plan for all initially assigned clients.
 - c) Organizing a nursing care flow sheet.
 - d) Having appropriate drug information for all assigned clients.
2. Provide / manage client care by:
 - a) Receiving a report on all assigned clients.
 - b) Completing an assessment and charting on all assigned clients within one hour of obtaining report.
 - c) Independently administering non-invasive nursing care to a group of assigned clients.
 - d) Seeking instructor for supervision of medication, treatments, etc., as appropriate.
 - e) Keeping the student team leader and primary nurse informed of assigned clients' status.
 - f) Documenting pertinent, complete information on client's chart.
 - g) Giving a pertinent report on all assigned clients to the appropriate nurse.
 - h) Follow "Look, Check, Connect – Follow that line" procedure
3. Utilize the nursing process as the basis for all nursing care by:
 - a) Collecting assessment data and identifying problems on all assigned clients.
 - b) Analyzing and formulating nursing diagnoses.
 - c) Planning goal-directed nursing interventions.
 - d) Implementing nursing care according to plan and seeking instructor verification when appropriate.
 - e) Evaluating care provided and revising care when appropriate.
4. Function as a member within the Discipline of Nursing by:
 - a) Meeting all objectives for professional behavior and attitude as identified on the clinical evaluation tool.

STUDENT TEAM LEADERS WILL:

1. Organize clinical by:
 - a) Assigning clients for individual Student Team Members on the day of clinical. Assignments should include clients appropriate to the unit of study when possible.
 - b) Posting assignments according to hospital requirements.
 - c) Constructing and utilizing a nursing care flow sheet.
 - d) Assigning breaks and lunch for Student Team Members.
 - e) Planning, organizing and directing the activities of Student Team Members

2. Provide / manage care by:
 - a) Receiving and giving report for assigned clients.
 - b) Making nursing assessment rounds for all team clients.
 - c) Supervising and assisting team members with client's care as appropriate.
 - d) Consulting with appropriate nurse and instructor regarding changes in client status
 - e) Making rounds with physicians, primary nurse/charge nurse and instructor.
 - f) Advising student team members of any changes in orders for assigned clients.
 - g) Reviewing information documented on client chart
 - h) Coordinating team leader activities with those of other health team members
 - i) Facilitating communication between students and other health team members
 - j) Conducting a student conference
 - k) Follow "Look, Check, Connect – Follow that line" procedures
 - l) Maintains accountability for nursing care provided by members

3. Utilize the nursing process by:
 - a) Collecting assessment data and identifying problems.
 - b) Analyzing and formulating nursing diagnoses.
 - c) Planning nursing activities according to team priorities.
 - d) Implementing planned activities, following verification with instructor when appropriate.
 - e) Evaluation team activities and revising team priorities as needed.

4. Function as a member within the Discipline of Nursing by:
 - a) Meeting all objectives for professional behavior and attitude as identified on the clinical evaluation tool.

GRAYSON COLLEGE
Associate Degree Nursing
RNSG 2463

Team Leader Rounds/Checklist: Day Shift

The goal is to make rounds with each team member immediately after getting report from the night shift, or as soon as 7:30 meds are given. Make rounds alone if team member is unavailable. Communicate with team members often!!!!

Team member:

Room #:									
<i>First rounds:</i>									
Basic homeostasis intact/ no acute distress									
IV: Correct solution, rate, additives IV site ok/ type of site identified									
Oxygen as ordered									
Dressings, drains, suction, therapies as ordered & intact									
Dialysis access intact (Tessio, fistula, graft, etc.)									
Safety: side rails, call bell, restraints, Bed in low position, Client ID bands: ID, allergy, DNR									
Special signs needed: NPO, No BP, isolation									
<i>Mid-morning checks:</i>									
0800 VS charted									
0730, 0800, 0900 meds given									
Needed flow sheets in use (Blood sugars, restraints, decub, etc.)									
New orders completed (meds, etc.)									
<i>End of shift rounds w TM &/or Instructor</i>									
Basic homeostasis intact/ no acute distress									
IV: Correct solution, rate, additives IV site ok									
Oxygen as ordered									
Dressings, drains, suction, therapies as ordered & intact									
Dialysis access intact									

(Tessio, fistula, graft, etc.)									
Safety: side rails, call bell, restraints, Bed in low position, Client ID bands: ID, allergy, DNR									
Special signs needed: NPO, No BP, isolation									
<i>End of shift checks</i>									
1200 VS charted									
Care plans updated/revised									
All meds given									
All new orders completed									
All nsg notes updated as needed									
Report given to staff nurse									

Grayson College
Associate Degree Nursing
RNSG 2463

Team Leader Rounds/Checklist: Evening Shift

The goal is to make rounds with each team member immediately after getting report from the primary RN, or as soon as 3:00 meds are given. Make rounds alone if team member is unavailable. Communicate with team members often!!!!

Team member:

Room #:									
<i>First rounds:</i>									
Basic homeostasis intact/ no acute distress									
IV: Correct solution, rate, additives IV site ok/ type of site identified									
Oxygen as ordered									
Dressings, drains, suction, therapies as ordered & intact									
Dialysis access intact (Tessio, fistula, graft, etc.)									
Safety: side rails, call bell, restraints, Bed in low position, Client ID bands: ID, allergy, DNR									
Special signs needed: NPO, No BP, isolation									
<i>Mid-afternoon checks:</i>									
VS charted									
1500, 1600, 1700 meds given									
Needed flow sheets in use (Blood sugars, restraints, decub, etc.)									
New orders completed (meds, etc.)									
<i>Late afternoon-evening checks:</i>									
VS charted I&O as required									
1800 meds given									
Charting updated									
<i>End of shift rounds w TM &/or Instructor</i>									
Basic homeostasis intact/ no acute distress									
IV: Correct solution, rate, additives									

IV site ok									
Oxygen as ordered									
Dressings, drains, suction, therapies as ordered & intact									
Dialysis access intact (Tessio, fistula, graft, etc.)									
Safety: side rails, call bell, restraints, Bed in low position, Client ID bands: ID, allergy, DNR									
Special signs needed: NPO, No BP, isolation									
<i>End of shift checks</i>									
All meds given, MARs signed, Nsg notes ck.									
All new orders completed									
All I & O recorded, IV pumps cleared									
Report given to staff nurse & oncoming SN									

(May substitute with your own worksheet)

Team Leader:

Unit:

Date:

Team Member	Rm #	Client initials Age/Gender CPR status, Dr.	Medical Diagnoses & Significant Labs	IV Fluids, Tubes, Treatments	Parenteral Meds (IV, IM, SC)	Parenteral Med Times

SBAR Communication with a Health Care Provider (Always follow appropriate Chain of Command)

S	<p><u>Situation</u></p> <p>This is: <i>identify self and agency / location</i> I am calling about: <i>Patient name and location, Physician's name</i> The problem I am calling about is: <i>briefly state the situation, what it is, when it happened or started, and how severe the problem is.</i></p>
B	<p><u>Background</u></p> <p>Have available any pertinent background information/ past medical history related to the situation. Might include:</p> <ul style="list-style-type: none"> Admitting diagnosis / date of admission Review of most recent progress notes / nurses' notes Current medications, allergies, IV fluids, restrictions Special directives (code status, isolation, restraints, etc.) Most recent vital signs Lab results: significant / appropriate and compare to previous results Current / previous treatments used & how pt. responded Brief systems review: (specific to problem) <ul style="list-style-type: none"> Cardiac status Respiratory status Neurological / mental status
A	<p><u>Assessment</u></p> <p>This is what I think the situation is: <i>say what you think the problem is.</i> If unsure of the problem: <i>"I do not know what is going on; but the patient is deteriorating."</i> <i>"The patient is unstable and seems to be worsening."</i> <i>"I thought you would want to know about this situation / lab value / change in condition/etc."</i></p>
R	<p><u>Recommendation</u></p> <p>What is the nurse's recommendation; or what does the nurse need / want from the health care provider? Are any tests needed? Is a change in treatment needed? Does the patient need to be seen immediately?</p>

Documentation should include:

- 1) **Date and time healthcare provider notified, or report given. If multiple attempts were made; document time of each attempt.**
- 2) **Healthcare provider's response to communication, orders received, and that "read back" of orders was completed.**

Adapted from JCAHO website

GRAYSON COLLEGE
RNSG 2463
Team leader completes

TEAM LEADERS EVALUATION FORM

STUDENT: _____ DATE: _____

1. How did you select the clients you assigned to student members?
2. Summarize your leader activities.
3. What priorities did you set for your activities?
4. Summarize your activities related to the student conference.
(Preparation, organization, conduct of conference)
5. Describe your interactions with health team members.
6. Describe your interactions with student team members.
7. Describe any changes you would like to implement during future leadership assignments.
8. Peer review standards require all unprofessional and/or substandard nursing behaviors to be evaluated. Please document any irregularities or discrepancies occurring in the following areas.
 - a) Medication administration: (include problems with med. Knowledge, preparation and/or administration by yourself or team members.
 - b) Basic patient care: (include any aspect of basic care not done and why)
 - c) Patient relations (include circumstances surrounding difficulties, if any)
 - d) Staff relations (include circumstances surrounding difficulties, if any)

9. Summarize the performance of each of your student team members.

Team Member 1 Name _____

Team Member 2 Name _____

Team Member 3 Name _____

Team Member 4 Name _____

GRAYSON COLLEGE
ASSOCIATE DEGREE NURSING
RNSG 2463
Team member completes

TEAM MEMBERS EVALUATION OF TEAM LEADER

TEAM LEADER: _____ DATE: _____

Comment on the following aspects of team leading, based on your experience with the above team leader.

1. Availability / accessibility throughout the shift:
2. Information resource:
3. Quality of report (if applicable)
4. What feedback did the team leader give on student performance?
5. Delegation and / or organizational skills:
6. Strengths or weaknesses as a leader: (include points for improvement)
7. Interactions with staff / peers:

Med Sheet Example

Medication (brand/generic) Dose/route	Classification Information	Nursing Interventions (expected outcome of the med, what the nurse will monitor or watch for)	Client's Relevant Supporting Data
Lasix/ Furosemide 20mg IV BID	Loop Diuretic	May give undiluted 20mg over 1 minute. Check electrolyte level Monitor Urine Output, b/p	Given slowly over 1 minute K level 3.9 UO 900ml for the shift b/p 140/88
Insulin/ Humulin R Sliding scale Subcutaneous	Anti-diabetic Agent	Insulin syringe Give 30min before meals Rotate sites Monitor blood glucose Monitor for s/s of hypoglycemia	5 units given subcutaneously in Lt upper arm 30 min before breakfast and 2 units in Rt upper arm 30 min before lunch BSG = 198 0600 BSG = 134 12:00 No s/s hypoglycemia
Lanoxin/ digoxin 0.05 mg PO QD	Antiarrhythmic	Check apical rate for 1 minute Monitor rhythm Hold if HR less than 60 Monitor for s/s of bradycardia Monitor dig and K levels Hold if dig level > 2ng/ml Monitor for s/s dig toxicity	HR 86 Atrial Fibrillation Dig level 1.4 K level 4.0 No visual disturbance, n/v
Tenormin/ Atenolol 25mg PO QD	Beta-adrenergic antagonist Antihypertensive	Monitor b/p Monitor for s/s of hypotension after administration Encourage to change positions slowly	b/p 140/88 0700 b/p 128/78 1 hr after administration at 10:00 no s/s of hypotension
Xanax/ Alprazolam 0.5 mg PO q 8 hrs prn	Antianxiety Agent	Assess CNS effects and risk for Falls	pt alert and oriented x 4, fall precautions in place
Zoloft / Sertraline HCL 60 mg PO daily	Antidepressant	Monitor appetite and nutritional intake Monitor mood changes	Ate 90% of breakfast, appetite adequate, pt calm, cooperative and attentive

Client Room # _____

Student _____

Date _____

Medication Sheet (Meds given by student)

Medication (brand/generic) Dose/route	Classification Information	Nursing Interventions (expected outcome of the med, what the nurse will monitor or watch for)	Relevant Supporting Data (Actual Patient Data)

Grayson College

Associate Degree Nursing Program

Clinical Evaluation RNSG 2463

Name: _____ Dates _____ and _____

State today's assigned clinical objective(s) and describe how *you* met it:

Clinical Objective 1: _____

Clinical Objective 2: _____

Please check all skills performed during clinical day:

Comments

Insertion of IV	<input type="checkbox"/>	
Administration of IV Solutions	<input type="checkbox"/>	
Administration of IVP	<input type="checkbox"/>	
Administration of IVPB	<input type="checkbox"/>	
Other	<input type="checkbox"/>	

Pt # 1 MDx _____

Pt # 2 MDx _____

Pt # 3 MDx _____

Pt # 4 MDx _____

1. Identify *your* independent decisions/interventions for each day.
2. Describe specifically what you did to implement "look-check-connect"
3. Describe patient teaching *you* did. (Include patient's response to teaching, and method of documentation).
4. Describe any clarification *you* need about the clinical experience and/or other comments:

Instructor Comments

Instructor's Signature _____ Student's Signature _____

Acknowledges having read instructor's remarks & evaluation criteria

Revised 8/17

RNSG 2463 – Criteria for Student Clinical Daily Evaluation: 1= Unprofessional/Unsafe ; 2= Unsatisfactory; 3=Satisfactory; 4=Above Average

S1	S2	Evaluative Criteria	S1	S2	Evaluative Criteria
		<u>Member of the Profession:</u>			7. Effective use of resources
		1. Professionalism	-	-	*a. Uses appropriate resources to ensure safe, effective care:
-	-	*a. Maintains confidentiality.			Human: faculty, staff, patient, HCP, families
-	-	*b. Seeks appropriate supervision and direction.			Information: medical record, report, current data, policies, references, worksheet
-	-	*c. Adheres to agency policies.			Material: supplies, equipment
-	-	*d. Demonstrates positive, respectful demeanor and approach to others.			8. Skill Competency
		2. Personal Accountability	-	-	*a. Performs skills/ tasks correctly.
-	-	*a. Demonstrates accountability through insightful self-evaluation.	-	-	*b. Safe Medication Administration:
-	-	*b. Adheres to ADN program policies.	-	-	1. Demonstrates knowledge of medications being given.
-		*c. Meets requirements for attendance.	-	-	2. Identifies unsafe &/or inaccurate drug orders.
-		*d. Meets requirements for written assignments.	-	-	3. Calculates dosages accurately.
-	-	*e. Implements instructions from instructor and licensed personnel.	-	-	4. Demonstrates use of client's rights.
-	-	*f. Assumes responsibility for achievement of learning outcomes.	-	-	5. Demonstrates correct administration procedures.
		3. Advocacy	-	-	6. Documents medication administration correctly.
-	-	*a. Identifies situations of concern to assigned patients and families.	-	-	*c. Completes skills/tasks in an organized, efficient manner.
-	-	*b. Reports situations of concern in an effective manner.	-	-	*d. Ensures client comfort and privacy during tasks.
-	-	*c. Acts on behalf of patients and families in an effective manner.	-	-	*e. Evaluates and reports patient outcomes following skills.
		<u>Provider of Patient-Centered Care:</u>			<u>Patient Safety Advocate:</u>
		4. Clinical decision making in the provision of care			9. Safety
-	-	*a. Demonstrates sound clinical reasoning based on accurate, relevant knowledge.	-	-	*a. Adheres to recognized safety standards.
-		*b. Obtains report/gathers needed information before assuming care of patient.			10. Risk Reduction
-		*c. Completes focused assessment within one hour of report.	-	-	*a. Implements care to reduce patient risk
-	-	*d. Analyzes assessment data to plan and prioritize care.	-	-	*b. Uses evidence-based guidelines to impact quality of care.
-	-	*e. Reports abnormal findings to instructor and staff.			<u>Member of the Health Care Team</u>
-	-	*f. Completes assigned care according to priorities.			11. Communication
-	-	*g. Evaluates nursing care.	-	-	*a. Manages information using available technology.
-	-	*h. Uses outcomes of care to revise the plan of care.	-	-	*b. Communicates information accurately and in a timely manner: Written and Verbal
-	-	*i. Documents nursing care Accurate, legible, concise, & timely.	-	-	*c. Clearly identifies self and student nurse role to patient, family, and healthcare team
		12. Collaboration & Coordination			
		*j. Reports client's condition and summary of care at end of clinical day.			

-	-	*k. Organize and manage time effectively.	-	-	*a. Negotiates mutually agreeable solutions with others.
		5. Patient Teaching	-	-	*b. Elicits participation of patient, family, and HC team members.
-	-	*a. Provides appropriate explanations prior to implementing care.	-	-	*c. Accepts criticism in a constructive manner.
-	-	*b. Implements patient teaching.			13. Demonstrates skill as a team leader.
-	-	*c. Documents effectiveness of patient teaching.	-		*a. Makes team assignments when team leader.
		6. Caring approach to diverse patients and families	-	-	*b. Makes critical client needs assessment during nursing rounds.
			-	-	*c. Identifies, assesses team member's activities when team leader.
-	-	*a. Provides considerate, non-judgmental, and respectful care.	-	-	*d. Reviews information documented on client chart & EMR.
-	-	*b. Offers self in a therapeutic manner within professional boundaries.	-	-	*e. Assist team members when appropriate.
			-	-	*f. Accepts accountability for team member actions.

Revised 8/17

Grayson College- Associate Degree Nursing
CLINICAL PERFORMANCE EVALUATION TOOL
 Nursing IV - RNSG 2463

STUDENT _____ Term _____ Instructor _____
 Clinical Facility _____

I have read this evaluation tool and understand that my clinical performance will be evaluated according to these criteria.

Date: _____ Signature: _____

1. The student shares the responsibility for seeking opportunities for evaluation.
2. Definition for criteria for clinical evaluation:
 S - (Satisfactory) Student demonstrates an average score of 3.0 (75%) on expected behaviors.
 U - (Unsatisfactory) Student demonstrates an average score below 3.0 (75%) on expected behaviors.
3. In order to pass clinical, the student must achieve Satisfactory on all items identified with an asterisk at the time of final evaluation.

RNSG 2463 EXPECTED STUDENT BEHAVIOR	Mid-term		Final		INSTRUCTOR COMMENTS
	S	U	S	U	
I. MEMBER OF THE PROFESSION					
1. Professionalism					
*a. Maintains confidentiality					
*b. Seeks appropriate supervision and direction.					
*c. Adheres to agency policies					
*d. Demonstrates positive, respectful demeanor and approach to others.					
Personal Accountability					
*a. Demonstrates accountability through insightful self-evaluation.					
*b. Adheres to ADN program policies.					
*c. Meets deadlines for attendance and written assignments.					
*d. Implements instructions from instructor and licensed personnel.					

RNSG 2463 EXPECTED STUDENT BEHAVIOR	Mid-term		Final		INSTRUCTOR COMMENTS
	S	U	S	U	
*e. Assumes responsibility for achievement of learning outcomes.					
2. Advocacy					
*a. Identifies situations of concern to assigned patients and families.					
*b. Reports situations of concern in an effective manner.					
*c. Acts on behalf of patients and families in an effective manner.					
II. PROVIDER OF PATIENT CENTERED CARE					
3. Clinical decision making in the provision of Care					
*a. Demonstrates sound clinical reasoning based on accurate, relevant knowledge.					
*b. Obtains report/gathers needed information before assuming care of the patient.					
*c. Completes focused assessment within one hour of report.					
*d. Analyzes assessment data to plan and prioritize care.					
*e. Report abnormal findings to instructor and staff.					
*f. Completes assigned care according to priorities.					
*g. Evaluates nursing care.					
*h. Uses outcomes of care to revise the plan of care.					
*i. Documents nursing care: Accurate, legible, concise, & timely.					
*j. Reports patient's condition and summary of care at the end of clinical day.					
*k. Organize and manage time effectively.					
4. Patient Teaching					
*a. Provides appropriate explanations prior to implementing care.					

RNSG 2463 EXPECTED STUDENT BEHAVIOR	Mid-term		Final		INSTRUCTOR COMMENTS
	S	U	S	U	
*b. Implements teaching plans.					
*c. Documents effectiveness of patient teaching.					
5. Caring approach to diverse patients and Families					
*a. Provides considerate, non-judgmental, and respectful care.					
*b. Offers self in a therapeutic manner within professional boundaries.					
6. Effective use of Resources					
*a. Uses appropriate resources to ensure safe, effective care:					
Human: faculty, staff, patient, HCP, families					
Information: medical record, report, current data, policies, references, worksheets					
7. Skill Competency					
*a. Performs skills/tasks correctly.					
*b. Safe Medication Administration:					
1. Demonstrates knowledge of medications being given.					
2. Identifies unsafe/or inaccurate drug orders and practices.					
3. Calculates dosages accurately.					
4. Demonstrates use of patient's rights.					
5. Demonstrates correct administration procedures.					

RNSG 2463 EXPECTED STUDENT BEHAVIOR	Mid-term		Final		INSTRUCTOR COMMENTS
	S	U	S	U	
6. Documents medication administration correctly.					
*c. Completes skills/tasks in an organized, efficient manner.					
*d. Ensures patient comfort and privacy during tasks.					
*e. Evaluates and reports patient outcomes following skills.					
III. PATIENT SAFETY ADVOCATE					
8. Safety					
*a. Adheres to recognized safety standards.					
10. Risk Reduction					
*a. Implements care to reduce patient risk.					
*b. Uses evidence-based guidelines to impact quality of care.					
IV MEMBER OF THE HEALTH CARE TEAM					
11. Communication					
*a. Manages information using available technology.					
*b. Communicates information accurately an in a timely manner: Written and Verbal					
*c. Clearly identifies self and student nurse role to patient, family, and healthcare team.					
12. Collaboration & Coordination					
*a. Negotiates mutually agreeable solutions with others.					
*b. Elicits participation of patient, family, and HC team members.					
*c. Accepts criticism in a constructive manner.					
13. Demonstrates skill as a team leader					
*1. Makes team assignments when team leader.					

RNSG 2463 EXPECTED STUDENT BEHAVIOR	Mid-term		Final		INSTRUCTOR COMMENTS
	S	U	S	U	
*2. Makes critical patient needs assessments during nursing rounds.					
*3. Identifies, assesses team member's activities when team leader.					
*4. Reviews information documented on patient chart and sbar.					
*5. Assist team members when appropriate.					
*6. Accepts accountability for team member actions.					

RNSG 2463

Date _____ Mid-Rotation Grade _____ Absences _____

Instructor Comments:

Instructor Signature: _____ Student Signature: _____

Date _____ Final Grade _____ Absences _____

Specialty Rotations satisfactorily completed: Community Simulation
OR

Required paperwork/presentations satisfactorily completed: Yes No

Instructor Comments:

IV Start _____
IVP _____
IVPB _____
Other _____

Instructor Signature: _____ Student Signature: _____

Role Transition Satisfactorily Completed

Yes No

Date Completed: _____

Grayson College
Associate Degree Nursing
RNSG 2463
Performance Improvement Project

Objectives:

1. Demonstrate team work when completing the project.
2. Identify a “need for change” in the assigned clinical facility.
3. Write a project objective.
4. Utilize the Plan component of the Plan, Do, Study, Act Model to complete the project.
5. Incorporate evidenced-based research using the GC online library.
6. Present the project to peers and instructor during post conference.
7. Present the project to clinical facility representatives if assigned by instructor.
8. Complete the project peer evaluation form.
9. If assigned, follow up with the Do, Study, Act portion of the model.

Assignment:

1. Students will choose or be assigned to a team by the clinical instructor.
2. Students will identify a problem or need for change that is applicable to the clinical unit or general facility in which students are assigned.
3. Students will conduct evidenced based research to identify a change and plan how that change can be implemented.
4. Students will put together a presentation encompassing all of the objectives and present it in post conference by the designated date. (20-30 minute presentation).
5. Students will utilize visual aids (poster, handouts, or powerpoint) during the presentation. (Check with instructor before preparing a powerpoint to find out if equipment will be available for the presentation.)

Access to Internet Library Resources

To access peer reviewed journals including evidence-based practice required for assignments:

1. Login to the GC Portal
2. Under the home tab, look for Quick Links on the left of the screen
3. Click on GC Library
4. Click on Find Articles and More
5. Click on Databases by subject
6. Click on Health and Medicine or another appropriate Database
7. Choose an appropriate Database (i.e. Medline)
8. Search by subject or keywords
9. If you are off campus and are prompted for a login/password – use your portal login/password.

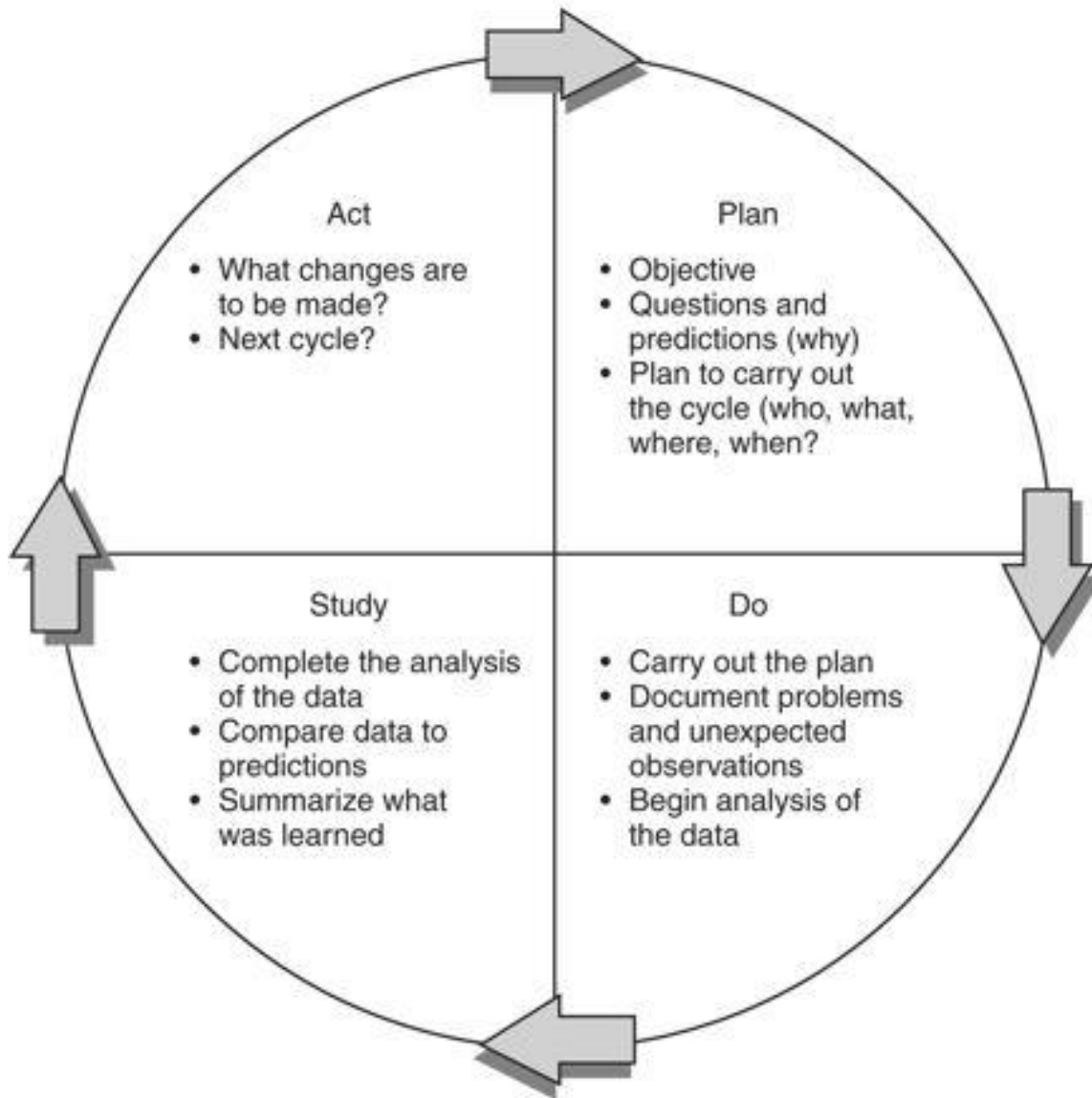
Performance Improvement Project Evaluation (To be turned in with project)

Student Names:

Clinical Facility:

	Met	Not Met	Instructor Comments
1. Demonstrate team work to complete the project. (peer evaluation form completed by each student.)			
2. Clearly identify “need for change”.			
3. Written objective clear and measurable			
4. Plan— a. Review available data to understand existing practice conditions or problems to identify the need for change. b. Include questions and predictions. c. Utilize evidenced based research using GC online library when planning the change. d. Determine plan to carry out the cycle (who, what, when, where).			
5. Present the plan during post conference, (and to clinical facility representative if assigned.)			
6. Utilize at least one visual resource during presentation (posters, power-point, handouts etc.)			
7. If assigned, follow up with the Do, Study, Act portion of the model.			

The PDSA Cycle



Performance Improvement Project
RNSG 2463
Peer Evaluation of Group Work
To Be Completed by Each Team Member and Turned in with Project

Student completing form: _____ Date: _____

Rate your team members using a five point scale:

5 = superior 4 = above average 3 = average 2 = below average 1 = weak

Team Members Names				
Participated in group discussions or meetings				
Contributed ideas and made useful suggestions				
Completed assigned tasks in a timely manner				
Produced quality work				
Demonstrated professional behavior throughout project				

Describe your interactions with the student team members. Comment on any issues or concerns you had during the project:

Professional Résumé Assignment

Directions/Objectives:

1. Complete a professional résumé that provides a summary of your skills, abilities, licensure/certifications, education, and employment.
2. Demonstrate and discuss the importance of maintaining an up to date professional résumé.