Clinical Training – Registered Nurse  
RNSG 2561-61301  
FALL 2015  

Professor: Mary Nguyen, MSN, RN  
Email: marynguyen@dccc.edu  
Office Phone Number: by email only  
Office Number:  
Office Hours: By appointment online  
Meeting Days & Time: Parkland Memorial Hospital on Friday’s 6-4pm  
Room Number:  
Credit Hours: 5  
Division: Health Occupations/Nursing

Course Description: Basic integration of the role of the professional nurse as a provider of patient-centered care, patient safety advocate, member of health care team, and member of the profession. Study of the common concepts of caring for adult patients and families with medical-surgical health care needs related to body systems, emphasizing knowledge, judgment, skills, and professional values within a legal/ethical framework.

Course Pre-requisites: Completion of Level II  
WECM Statement: (If applicable)  
Course Materials/Supplies Needed

1. Stethoscope and other previously purchased personal professional equipment


8. Mountain View College Nursing Program Student Handbook


Additional textbooks and resources
1. Medical Dictionary
2. Diagnostic Laboratory Test Reference
3. Nursing Drug Guide
4. Nursing Care Plan Guide
5. NCLEX-RN Examination Book

**Student Learning Outcomes**

After successful completion of this course the student should be able to:

**MVC SLOs, Nursing Program Outcomes, and Objectives for RNSG 1341 Common Concepts of Adult Health**

<table>
<thead>
<tr>
<th>Mountain View College SLOs and Core Values</th>
<th>MVC Nursing Program Outcomes</th>
<th>Student Learning Outcomes for this course</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Communication:</td>
<td>• Communicate therapeutically and collaboratively with diverse patients, families, and other health team members in the performance of professional roles. <em>(Provider of patient-centered care; Member of the profession; Member of the health care team)</em></td>
<td>• Relate principles of therapeutic communication, patient education, and discharge planning to the care of adult patients and families experiencing common health problems. <em>(Provider of patient-centered care, member of the profession)</em></td>
</tr>
<tr>
<td>2. Critical thinking:</td>
<td>• Utilize nursing theory, natural science, and social science concepts and principles as a base for critical thinking and nursing process which forms the foundation of competent, patient-centered nursing care across the life span. <em>(Provider of patient-centered care; Patient safety advocate; Member of the profession)</em></td>
<td>• Apply the scientific theory bases of nursing to the care of adult patients experiencing common health problems. <em>(Provider of patient-centered care, Patient safety advocate)</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Utilize critical thinking and the nursing process related to patients and families experiencing common health problems. <em>(Provider of patient centered care)</em></td>
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<tr>
<td></td>
<td></td>
<td>• Apply principles of growth and development to the care of adults with common health problems. <em>(Provider of patient-centered care)</em></td>
</tr>
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<td>MVC Nursing Program Outcomes</td>
<td>Student Learning Outcomes for this course</td>
</tr>
<tr>
<td>--------------------------------------------</td>
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</tr>
</tbody>
</table>
| **3. Information Competency:** Apply research skills necessary to retrieve and evaluate information to achieve educational, professional, and personal objectives. | • Implement standards of nursing practice to advocate and provide for safe patient care. *(Provider of patient-centered care; Patient safety advocate; Member of the Profession)*  
• Apply research skills as necessary to retrieve and evaluate information for the achievement of educational, professional, and personal goals. *(Provider of patient-centered care;)*  
• Attain RN licensure. *(Member of the profession)* | • Utilize evidence-based nursing and standards of care to plan and prioritize care for adults and families with common health problems. *(Provider of patient-centered care, Patient safety advocate.)* |
| **4. Technological competency:** Demonstrate an ability to use technical and occupational skills that are appropriate to obtaining gainful employment in the technology oriented workforce. | • Utilize technology, informatics and technical skills in health promotion, disease prevention, and disease management across the life-span. *(Provider of patient-centered care; Patient safety advocate; Member of the profession)* | • Utilize technology in the study of the care of patients and families with common health problems. *(Provider of patient-centered care, Patient safety advocate)*  
• Apply standards of safety to the care of adults and families with common health problems. *(Provider of patient-centered care, Patient safety advocate)* |
| **5. Social Interaction:** Core values: teamwork, collaboration, and unity; celebration of diversity; cultivation of colleagues; mutual support and respect. | • Demonstrate caring behaviors and a holistic nursing approach. *(Provider of patient-centered care; Member of the health-care team)*  
• Collaborate with diverse patients, families, and other health team members in providing quality patient care that will achieve an optimal level of health and wellness. *(Provider of patient-centered care; Member of the health care team; Patient safety advocate)* | • Apply principles of diversity and caring to the care of adults and families with common health disruptions. *(Provider of patient-centered care)* |
| **6. Personal development:** Core value: integrity | • Practice within the ethical and legal framework of nursing and assume accountability for ensuring high standards of nursing practice. *(Provider of patient-centered care; Member of the)* | • Apply ethical and legal standards of decision making and nursing care for adults and families with common health problems. *(Member of the profession)* |
State Requirements:

Nursing satisfies the following Core Curriculum Intellectual Competencies defined by the Texas Higher Education Coordinating Board:

1. **READING:** The ability to analyze and interpret a variety of printed materials (books, documents, and articles) above 12\textsuperscript{th} grade level.

   Competency in reading will be assessed through the student's reading and understanding of required and suggested reading, class discussions, critical thinking case studies, and examinations.

2. **WRITING:** The ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience above 12\textsuperscript{th} grade level.

   Competency in writing will be assessed in the required clinical paperwork.

3. **SPEAKING:** The ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience.

   Competency in speaking will be observed in class presentations, discussions, and oral contribution in group activities and interpersonal communication with instructors, peers, staff, and health care providers.
4. **LISTENING**: The ability to analyze and interpret various forms of spoken communication.

   Competency in listening will be observed in the student’s response to questions and the ability to follow directions.

5. **CRITICAL THINKING**: The ability to think and analyze at a critical level.

   Competency in critical thinking will be assessed through test questions and by the application of theory in the clinical arena, specifically in the grading of the nursing care plan.

6. **COMPUTER LITERACY**: The ability to understand our technological society, to use computer-based technology in communication, problem-solving, and information acquisition

   Competency in computer literacy will be assessed by the student’s ability to submit required paperwork through technology and by taking examinations on the computer.

7. **TECHNOLOGY** This course requires the use of Microsoft Office Software (Microsoft Word or PowerPoint), Blackboard, a printer, frequent use of the internet, and virus detection software which is kept up to date. A high speed internet connection is strongly recommended. Students should have a backup plan for potential computer problems, and not wait until the last minute to print assignments. Student passwords are the responsibility of the student. The following websites are resources may be used within this course:

   National Council of State Boards of Nursing (NCLEX) [www.ncsbn.com](http://www.ncsbn.com)

   Texas Board of Nursing: [http://www.bon.state.tx.us/index.html](http://www.bon.state.tx.us/index.html)

**Exemplary Educational Objectives**

(Found in the Texas Higher Education Coordinating Board Document. Titled: **CORE CURRICULUM: ASSUMPTIONS AND DEFINING CHARACTERISTICS Dated: 1999**)

[http://www.thecb.state.tx.us/index.cfm?objectid=7ED36862-993C-10F2-C64CA9C9EDF26C4C](http://www.thecb.state.tx.us/index.cfm?objectid=7ED36862-993C-10F2-C64CA9C9EDF26C4C)

**I. COMMUNICATION** (composition, speech, modern language) The objective of a communication component of a core curriculum is to enable the student to communicate effectively in clear and correct prose in a style appropriate to the subject, occasion, and audience.

1. To understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation.
2. To develop the ability to research and write a documented paper and/or to give an oral presentation.

**II. MATHEMATICS** The objective of the mathematics component of the core curriculum is to develop a quantitatively literate college graduate. Every college graduate should be able to apply basic mathematical tools in the solution of real-world problems.

1. To represent and evaluate basic mathematical information verbally, numerically, graphically, and symbolically.

**III. NATURAL SCIENCES** The objective of the study of a natural sciences component of a core curriculum is to enable the student to understand, construct, and evaluate relationships in the natural sciences, and to enable the student to understand the bases for building and testing theories.
1. To demonstrate knowledge of the interdependence of science and technology and their influence on, and contribution to, modern culture.

IV. HUMANITIES AND VISUAL AND PERFORMING ARTS
The objective of the humanities and visual and performing arts in a core curriculum is to expand students' knowledge of the human condition and human cultures, especially in relation to behaviors, ideas, and values expressed in works of human imagination and thought. Through study in disciplines such as literature, philosophy, and the visual and performing arts, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts and humanities as fundamental to the health and survival of any society. Students should have experiences in both the arts and humanities.

1. To demonstrate knowledge of the influence of literature, philosophy, and/or the arts on intercultural experiences.

V. SOCIAL AND BEHAVIORAL SCIENCES
The objective of a social and behavioral science component of a core curriculum is to increase students' knowledge of how social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

1. To identify and understand differences and commonalities within diverse cultures.

Verification of workplace competencies:

While there are no external workplace (clinical) experiences included in this concepts course, the student has the opportunity to meet all of the SCANS through classroom activities, role play, and interactions with peers, faculty, administration and staff. Successful completion of RNSG 1341 will allow the student to complete the specific program requirements. Upon successful completion of the nursing program, the student will be eligible to take the State Board Exam (NCLEX) for licensure as a Registered Nurse.

Course Outline:

Pre-clinical Activities
1. Math skills
   a. Semester-entry math test
   b. Math concepts related to IV administration except titrated meds
   c. MVC IV policy in Student Handbook
2. Clinical practice skills
   a. Starting IV’s (venipuncture) & IV push - (check-off)
   b. Advantages, disadvantages, hazards of IV and IV drug administration
   c. Techniques of IV administration, monitoring, problem identification and intervention
   d. Placement and types of IV lines
   e. IVPB administration (gravity and pump) – (check-off)
   f. Central line and PICC line cap changes and flushing
   g. IV flushing protocols (students to flush only with supervision)
   h. Specialty IV administration including, but not limited to syringe pumps and buretrols
   i. PCA, CVAD, ports (students not to access or flush; may not manage PCA pumps)
Clinical Activities

1. Patient Teaching Project
2. Clinical paperwork as assigned by instructor:
   a. Concept maps and other assigned paperwork necessary in order to provide safe patient care
3. Clinical practice in the hospital

Instructor Attendance Policy:

Students are expected to attend all on campus clinicals and clinicals. Students have the responsibility to attend on campus clinicals and clinicals and to consult with the instructor when an absence occurs. If for some reason you must leave early, you should inform the instructor prior to the start of clinical of your reason for leaving early.

Students must begin attendance in all clinicals of enrollment. No exceptions. Financial Aid will not be granted to students who have been certified as not attending, by the certification date. For this clinical course, your physical participation in clinical, on or before the certification date will allow you to receive credit for FA purposes. For certification dates, check with the division or FAO for further information. Students, who are not certified as beginning class/clinical, are responsible for any payments due as a result of non-certification, to include the dropping of courses.

A student in the Mountain View Nursing Program must assume responsibility for individual learning and be a self-directed adult learner. Nursing faculty have carefully scheduled and constructed course content and learning activities. Students should make every effort to be on time to class in order not to disrupt the learning of other students. It is not appropriate to leave repeatedly during class, eat noisily or bring children to class. Cell phones may not be used during class, either for talking or texting. They should be silenced and put away. Personal laptop computers may be used, but in-class use must be confined to class-related activities. Tape recorders may be used in class with individual faculty permission. If the faculty member elects not to allow taping, that request must be honored.

If it is necessary to miss class, the student is responsible for all class content and assignments. Students are expected to attend all classes (clinical, class, and skills lab) and scheduled activities in order to meet course objectives. Attendance will be monitored by the instructor. Students must be honest regarding attendance when signing roll sheets.

Some class/clinical content and discussion may be of a sensitive nature. Confidentiality is of key importance and must absolutely be honored.

Only the course instructor can excuse a student from class/clinical or course responsibilities. In case of inclement weather, the Mountain View College and DCCCD inclement weather policy will be followed. In the event of an illness, accident, or emergency, the student should make direct contact with the instructor before a class, presentation, examination, or other activity takes place. If the instructor cannot be reached in person or by telephone, the student should leave a message with the nursing program administrative assistant or the instructor via voice mail. An extenuating circumstance will be handled by the instructor. Drop action may be taken by the instructor if a student is absent more than ten percent (10%) of total class hours.

Tardiness is an unprofessional behavior, distracts other students, and reduces all students’ ability to learn. In most situations, the student will be counseled verbally the first time. The second time, an occurrence record will be completed, signed by the student, and placed in the student’s file. The third time, the student will be given a formal contract and remedial action may be taken.

Students are expected to adhere to the nursing program dress code and to follow the other policies as listed in the student handbook, the college handbook, the college web site, and the attendance policies as listed above.

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Educational Resources:
Students should use all of the resources necessary in order to understand the material and to achieve the best grades possible. These include, but are not limited to: working in a study group, utilizing the materials which are on the EVOLVE website, utilizing the MVC learning center and the programs on learning which it provides, meeting with the instructor as needed, getting a tutor, and researching any topics which may be unfamiliar or difficult. The student should become familiar with Blackboard and check it several times weekly for announcements, grades, and other pertinent information. In order to use the Blackboard e-mail system, the student’s e-mail address must be kept up to date with the college. Problems with Blackboard should be referred to the Blackboard telephone help desk, 972-669-6402.

Grading Scale:
Students are responsible for their own academic performance. The Mountain View College Nursing Program faculty has determined that a grade of "C" is the minimum acceptable grade for enabling a student to proceed to the next nursing course. The student must earn a grade of "C" or higher in every course required for a given semester or group of related courses in order to progress to the next semester. The faculty believes that students "earn" their academic grades rather than faculty "giving" grades to students. All policies as stated in the Student Handbook are binding. Students are encouraged to review these regulations on a regular basis. Throughout the nursing program grades will NOT be rounded UP. In computing the final course grade, a “D” grade will not be rounded to a “C” grade. For example: if the student makes a 74.9 on any test, assignment or as a final course grade, the grade computes to a ‘D’ or if a student has an 83.9, the grade computes as ‘C’.

The requirements for a particular letter grade in this course are listed below.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>92 - 100</td>
</tr>
<tr>
<td>B</td>
<td>84 - 91</td>
</tr>
<tr>
<td>C</td>
<td>75 - 83</td>
</tr>
<tr>
<td>D</td>
<td>67 - 74</td>
</tr>
<tr>
<td>F</td>
<td>Below 67</td>
</tr>
</tbody>
</table>

The grades in this course will be divided as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 Concept Maps (5%) each</td>
<td>30%</td>
</tr>
<tr>
<td>Dosage Calculation Exam</td>
<td>10%</td>
</tr>
<tr>
<td>Skills Check-offs</td>
<td></td>
</tr>
<tr>
<td>IV start/IV push</td>
<td>10%</td>
</tr>
<tr>
<td>IVPB (gravity &amp; pump)</td>
<td>10%</td>
</tr>
<tr>
<td>Blood Specimen collection</td>
<td>10%</td>
</tr>
<tr>
<td>Teaching Project</td>
<td>5%</td>
</tr>
<tr>
<td>Simulation x 2 (5% each)</td>
<td>10%</td>
</tr>
<tr>
<td>Clinical Evaluation &amp; Performance</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

Students are required to perform eight (8) hours of community service. Refer to the community service forms for further information and instructions. The student will receive a grade of complete or incomplete.

Students are required to attend one (1) professional meeting. “In-service” type meetings are not acceptable. The meeting must be by sponsored by a professional organization. Refer to the professional meeting form for further information and instructions. The student will receive a grade of complete or incomplete.

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Students must complete 20 hours of RN continuing education (CEU’s). The student will receive a grade of complete or incomplete.

In compliance with the Family Educational Rights and Privacy Act of 1974, the following procedure will be observed by the nursing faculty: No grade will be given over the telephone to a student or any other person under any circumstances. Grades will be available via E-campus and in person.

**Exam Policy:**

There will be one dosage calculation exam. You must score 80% on the first attempt, 90% on the second attempt and 100% on the third attempt or you will have to withdraw from the nursing program. Please refer to the Dosage Testing policy in your Student Handbook. The dosage calculation exam will be taken in skills lab, not in the computer center.

**Procedures for students who are unsuccessful:**

Any student who earns a grade of 75 or below on an exam must make an appointment with the faculty member to analyze the exam results and to develop a plan for improvement. This appointment is the student’s responsibility.

If a student fails a theory, skills, or clinical course, he/she must repeat all related courses. A student who withdraws from or is dismissed from a course during the semester will no longer be able to attend the clinical lab. Reapplication is necessary to re-enter the nursing program. Re-application is not a guarantee of re-entry. See the Student Handbook and the nursing web site for details.

**Grade Appeals:**

A student who wishes to appeal a grade should follow these guidelines:

1. Make an appointment immediately with your instructor to discuss your performance. Ask why you received the grade you did.
2. If your discussion with the instructor is unproductive, speak with the Nursing Director.
3. If you continue to appeal a grade, file an appeal with the Executive Dean for Science, Allied Health, and P.E.
4. If you are still dissatisfied, you may request an appointment with the MVC Vice-President for Instruction.
5. Students may also discuss the situation with the Mountain View College counselors, especially the nursing counselor, but this does not take the place formal appeals via the chain of command as listed above.

For a complete listing of MVC and DCCCD policies, refer to [http://www.tasb.org/policy/pol/private/057501/](http://www.tasb.org/policy/pol/private/057501/). The highlighted policies below provide partial listing off the duties, rights and responsibilities of students enrolled in MVC courses.

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**Institutional Policies:**

**Withdrawal Policy and date:**

The official drop date changes each semester and with each course. If you are unable to complete this course, it is your responsibility to withdraw formally. The withdrawal request must be received in the Registrar’s Office by **10/21/2015**. Failure to do so will result in your receiving a failing grade of “F”. If you drop a class or withdraw from the college before the official drop/withdrawal deadline, you will receive a "W" (Withdraw) in each class dropped. If you drop one of the cohort courses in the semester (Concepts and Clinical Lab), you must drop them both.

**STOP BEFORE YOU DROP**

For students who enrolled in college level courses for the first time in or after the fall of 2007, Texas Education Code 51.907 limits the number of courses each student may drop. You may drop no more than 6 courses during your entire undergraduate career in Texas state colleges unless the drop qualifies as an exception. Your nursing counselor can give you more information on the allowable exceptions. Remember that once you have accumulated 6 non-exempt drops, you cannot drop any other courses in state colleges with a “W”. Therefore, please exercise caution when
dropping courses in any Texas public institution of higher learning, including all seven of the Dallas County Community Colleges. For more information, you may access: https://www1.dcccd.edu/coursedrops

Repeating This Course:

Effective for Fall Semester 2005, the Dallas County Community Colleges will charge additional tuition to students registering the third or subsequent time for a course. This class may not be repeated for the third or subsequent time without paying the additional tuition. Third attempts include courses taken at any of the Dallas County Community Colleges since the Fall 2002 semester. More information is available at: https://www1.dcccd.edu/cat0506/ss/oep/third_attempt.cfm.

Financial Aid:

If you are receiving financial aid grants or loans, you must attend all classes. Do not drop or stop attending any class without consulting the Financial Aid Office. Changes in your enrollment level and failing grades may require that you repay financial aid funds.

The Texas Success Initiative (TSI)

The Texas Success Initiative (TSI) is a statewide program designed to ensure that students enrolled in Texas public colleges and universities have the basic academic skills needed to be successful in college-level course work. The TSI requires assessment, remediation (if necessary), and advising of students who attend a public college or university in the state of Texas. The program assesses a student's basic academic skills in reading, writing, and math. Passing the assessment is a prerequisite for enrollment in many college level classes. Students who do not meet assessment standards may complete prerequisite requirements by taking developmental courses in the deficient area and passing them with a grade of C or higher. Additional information is available at https://www1.dcccd.edu/cat0506/admiss/tsi_requirements.cfm.

Academic Dishonesty:

Students that caught plagiarizing an assignment will be subject to an “F” in the course and possible expulsion from the college.

Academic honesty is expected, and integrity is valued in the Dallas County Community Colleges. Scholastic dishonesty is a violation of the Code of Student Conduct. Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion. As a college student, you are considered a responsible adult. Your enrollment indicates acceptance of the DCCCD Code of Student Conduct published in the DCCCD Catalog. More information is available at https://www1.dcccd.edu/catalog/ss/code.cfm.

ADA Statement:

If you are a student with a disability and/or special needs who requires accommodations, please contact the college Disability Services Office (W145) at 214-860-8691.

Religious Holidays:

Absences for observance of a religious holy day are excused. A student whose absence is excused to observe a religious holy day is allowed to take a make-up examination or complete an assignment within a reasonable time after the absence. The instructor MUST be notified prior to the absence.
Disclaimer Reserving Right to Change Syllabus:

The instructor reserves the right to amend this syllabus and the course outline and related materials as necessary.

Inclement Weather:

In the event there is inclement weather that affects regular scheduled classes and events on the Mountain View campus, the Dallas County Community College District and Mountain View College offer several means of notification:

1. The DCCCD and Mountain View College web pages will display a notification of any closings or delays.

2. You may call the Inclement Weather Hotline at 214-860-2001 after 6:00 a.m. to hear a recorded message informing you of closings or delays.

3. You may sign up for free emergency alerts at http://www.dcccd.edu/aboutdcccd/newsandevents/news/pages/emergalerts02-09-10.aspx. Alerts will be sent by text message, email, and voice message. You are encouraged to take advantage of this free service.

4. You also may refer to announcements on major television and radio stations in the event that the DCCCD or Mountain View College Internet sites cannot be accessed or the phone hotline is busy. If there is no notice of changes or delays, then classes are in session as usual.

Institution Policies: Please visit http://www.mountainviewcollege.edu/Academics/Documents/Institutional%20Policies.pdf for a complete list of institutional policies (Stop Before You Drop; Withdrawal Policy; Repeating a Course; Financial Aid; Academic Dishonesty; Americans with Disabilities Act Statement; Religious Holidays; and Campus Emergency Operation Plan and Contingency Plan.).
RNSG 2561 Clinical Training-Registered Nurse
Student Contract and Acknowledgment

In recognition of the professional nature of Nursing as well as the professionalism stressed in the nursing program, I attest to the following:

_____ I have read and reviewed the syllabus, course description, learning outcomes & objectives. I have had time and opportunity to clarify any unclear areas.

_____ I understand the importance of preparing for this course before class, clarifying unclear areas in class, and participating in group discussions. I understand that I earn a grade; that just meeting minimal requirements does not earn an A.

_____ I understand the importance of being on time, being prepared and not missing class. I will not wait until the last minute to turn in assignments or turn them in late.

_____ I will not be late to class or leave early.

_____ I understand my role in limiting cross-conversations and other distractions or disruptive behaviors, including, but not limited to, cell phones, eating, entering and leaving frequently, loud noises, computer noise, etc. in class.

_____ I will leave the room clean of debris and papers.

_____ I understand the withdrawal date in this semester is __10/21/2015________________.

_____ I understand the Academic Honesty Policy and the Student Code of Conduct. I understand that not reporting cheating makes me culpable. Nurses are held to a higher degree of honesty and must protect the profession and the patients under our care.

_____ I have read and understand the testing schedule and will bring the correct Scantron to any exam situation where one is required.

_____ I understand how the course is graded, including tests, quizzes, and any extra assignments.

_____ I understand the “drop”, exit interview, and grievance policies.

_____ I know how to reach my instructor if I need to be absent or need help with the course

_____ I understand that it is my responsibility to maintain my grades.

_____ I understand that a final grade below “C” will not be rounded up.

_________________________________________  ________________________________
Print Name  Date

_________________________________________
Signature

2015-RNSG-2561
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________________________________________  ________________________
Print Name                                      Date

________________________________________
Signature

2015-RNSG-2561
Policy Title: Dosage Testing

Policy Description:

Students will be tested throughout the nursing program to ensure adequate math skills prior to the administration of medications. Dosage exams will be given at the beginning of each clinical experience prior to administering medications. One such area is the safe administration of medications from all routes (PO, SQ, IV, etc.). A score of 80% or higher must be achieved.

Rationale:

Medication administration by any route is a serious responsibility. By law, students are held to the same safety standards as registered nurses. Math skills play an essential role in the preparation and dispensing of all medications. It is essential that the student respect the gravity of the responsibility they have undertaken when they administer medications to patients.

Procedure

Every semester in the clinical course of the nursing program, the student will be tested for math ability and knowledge of drugs. The student will take a drug calculation exam with three attempts to pass the exam. The student must make a score of 80% on the first attempt. If the score is less than 80%, the student must retake the exam and pass with a 90%. In the event if the student does not make a 90% on the second attempt, the student will be allowed to take the exam a third time. On the third attempt, the student must score a 100%. If the student is unsuccessful on the third attempt, the student will fail the clinical portion and will have to withdraw from the nursing program.
Objectives:
- Demonstrate the ability to communicate to engage in the teaching/learning process.
- Demonstrate understanding and ability to gather, analyze, and synthesize data and/or support a position as applied to selected situations.

Purpose of the paper:
- Demonstrate critical thinking, written communication skills, and teaching strategies by writing and implementing a teaching project on a topic approved by your clinical instructor

<table>
<thead>
<tr>
<th>Element</th>
<th>Possible Points</th>
<th>Points Earned</th>
<th>Comments</th>
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<tr>
<td>1. Introduction</td>
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<tr>
<td>a. Introduced topic clearly with rationale/purpose</td>
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<tr>
<td>b. Described target audience demographics (e.g., age, cultural considerations, gender, care giver, education level, socioeconomic status, ability to learn, etc.)</td>
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<td>c. Discuss the readiness of the target audience to learn (identify factors that will promote learning and factors that will interfere with learning)</td>
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<td>d. Identified any relevant National Standards related to the topic (ex: JCAHO, BON, IOM, QSEN, Infection Control)</td>
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<td>e. Identified method of evaluation to determine learning, e.g. critical thinking exercise, NCLEX-RN questions, return demonstration, etc.</td>
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<td>2. Stated at least 3 learner behavioral objectives that are logical, clear, and appropriate to the topic and audience, specific, measurable, attainable, and time limited. Examples (only):</td>
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<tr>
<td>a. Assist peers to gain knowledge about ...</td>
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<td>b. Demonstrate ...</td>
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<td>c. Provide peers with resources on ...</td>
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<td>3. Outline content to be taught in detail</td>
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<td>4. Identified teaching strategies &amp; rationale for strategy to be used on adult learners, e.g.</td>
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<td>a. Oral presentation</td>
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<td>b. Printed handouts</td>
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<td>c. Computer Assisted Instruction</td>
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<td>d. Group Discussion</td>
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<tr>
<td>e. Demonstration</td>
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<tr>
<td>Include a copy of all printed materials to be used with this paper.</td>
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<td>5. Self-evaluation</td>
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<td>a. Delivery clear, appropriate &amp; within 30 minute time limits.</td>
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<td>b. Briefly describe the teaching experience (e.g., setting, time, conditions, and description of the experience, any questions, problems, etc. that arose.</td>
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<td>c. Content accurate, understandable, was the outline, followed and adapted to audience</td>
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<td>d. List the objectives, was each met, explain how you determined if the objective was met, partially met, or not met.</td>
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<td>e. Provide a brief summary of that included further learning needs and list them.</td>
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<td>f. Correct use of spelling, grammar and word choice</td>
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<td>g. Communication aids are innovative, professional, and materials are appropriate to audience – visual aids are large enough to be seen by all &amp; main points stand out.</td>
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<td>h. Presentation is well planned, speaker is clearly comfortable, entire group can hear and comprehend the presentation, and behavioral objectives are completely met.</td>
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<td>i. References (at least 3) in APA format</td>
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Score: 100