

COURSE SYLLABUS

VNSG 1260 (2:0:6)

VNSG 2661

VNSG 2662

**CLINICAL – PRACTICAL
NURSING**

VOCATIONAL NURSING

NURSING DEPARTMENT

HEALTH SCIENCES DIVISION

LEVELLAND CAMPUS

SOUTH PLAINS COLLEGE

FALL 2020

SPRING 2021

SUMMER 2021

Levelland
Campus

COURSE SYLLABUS

COURSE TITLE: Clinical – Practical Nursing VNSG 1260, VNSG 2661, VNSG 2662

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OFFICE HOURS: By Appointment
Faculty are available to meet with students when not in scheduled lectures
Monday – Friday during regular scheduled class times.

SOUTH PLAINS COLLEGE IMPROVES EACH STUDENT'S LIFE

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I. GENERAL COURSE INFORMATION

A. COURSE DESCRIPTION:

A method of instruction providing detailed education, training and work based experience and direct patient/client care, generally at a clinical site. On-site clinical instruction, supervision, evaluation and placement are the responsibility of the college faculty. Clinical experiences are unpaid external learning experiences.

B. STUDENT LEARNING OUTCOMES:

Differentiated Essential Competencies (DECS): This course continues to discuss the nursing concepts needed to develop the vocational nurse who becomes a

1. Member of the profession
2. Provider of patient-centered care
3. Patient safety advocate
4. Member of the health care team

(Please refer to clinical objectives/graduate outcomes)

1. Demonstrates ability to practice within the legal, ethical and professional standards of vocational nursing as a health care team member in a variety of roles, utilizing the nursing process.

(SCANS) C1, 4, 5, 6, 7, 8, 9, 10, 11, 14, 15, 18, 19) (F1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12)

2. Demonstrates knowledge of the changing roles of the nurse

(SCANS) (C2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14) (F1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12)

3. Demonstrates ability to accept responsibility for personal and professional growth.

C. WECM/Course specific

The student will apply the theory, concepts and skills involving specialized materials, equipment, procedures, regulations, laws and interactions within and among political, economic, environmental, social, legal systems associated with vocational nursing and health care; demonstrate legal and ethical behavior, safety practices, interpersonal teamwork skills, communicating in the applicable language of the health care team.

D. COURSE COMPETENCES

Students will successfully complete clinical course VNSG 1260, 2661, 2662 with a grade of 77 % or higher. Students who fail the course will not be allowed to continue in the nursing program. The written assignments and weekly average of the daily evaluations

will be averaged together for course grade determination, as described below. In addition, the student must achieve the expected level of achievement, as noted on the summative evaluation.

Grading:

A= 100-90

B= 80-89%

C = 79-77%

D = 70-76%

F= 69 and below

Grades are not rounded up. A 76.9 is a "D"

The student MUST receive a minimum of 77% in EACH course and meet the specified criteria within a semester in order to qualify for progression to the following semester or to graduate.

Overall Clinical grade is determined as follows

Clinical Weekly Evaluations/Weekly vSims	70%
Written Assignments (concept maps/med maps/other)	30%

Daily evaluations: Students will be evaluated daily by the faculty, in critical areas of achievement each clinical day. The guidelines are based on the critical elements of the DECS criteria, the 4 roles of nurses. Student will be expected to demonstrate proficiency at the expected level of achievement.

Semester/summative evaluations: End of Level I; Student will be evaluated according to the expected level of achievement. Level II will have a mid-semester evaluation to assist students determine areas of progress and areas needed for improvement. End level II and III evaluations will be administered at the end of the semester. Additional evaluations are given at faculty discretion.

At the clinical setting, students are required to complete skills taught during the semesters. Students are required to obtain signatures on the day a skill is performed.

Students must complete clinical check offs in a timely manner during the semester. A student may be removed from the nursing program for failure to perform and to document completion of an adequate number of skills. See evaluation forms for each semester regarding number of skills required to progress to the next level or to graduation.

E. ACADEMIC INTEGRITY:

It is the aim of the faculty of South Plains College to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present as his or her own work which he or she has not honestly performed is regarded by the faculty and administration as a most serious offense **and will result in dismissal from South Plains College. See honesty policy within this syllabus.**

F. VERIFICATION OF WORKPLACE COMPETENCIES:

Successful completion of the DECS Competency statements at the level specified by the course (Level Objectives) will allow the student to continue to advance within the program. Upon successful completion of the program, students will be eligible to take the state board exam (NCLEX) for vocational nurse licensure.

G. SIMULATION LAB POLICY

Students will conduct themselves as professionals during the SIM lab experience, including being in compliance with the attendance and dress code. The student is graded each day during the rotation. Students are expected to prepare for the experience and will be expected to produce a concept map over assignments designated by the faculty. The student will be expected to perform skills on the manikin. If the student is unable to perform assigned skills, the student will be expected to remediate by practicing the skill for the required amount of time and then will be expected to demonstrate proficiency.

II SPECIFIC COURSE/INSTRUCTOR REQUIREMENTS

- | | |
|------------------|--|
| A. CPR | All students must be CPR certified for Health Care Providers, using American Heart Association standards, to take this course at SPC. Should CPR certification expire during the course, the student is not allowed to attend clinicals until CPR is renewed, accruing absences. |
| B. Immunizations | A student must have all immunizations and titers completed and up-to-date prior to beginning this course. A student must have at least the first two Hepatitis B immunizations before beginning clinicals. |
| C. Checklist | The student is responsible for maintaining the clinical skill checklist and completing as many skills as possible in |

Written Assignments: Level I VNSG 1260

Due at 0800 on the assigned date:	
Concept map: Hypertension	Oct
Concept map: COPD	Oct
Medication Map: Digoxin	Nov
Concept map: Diabetes Mellitus Type 2	Nov
Medication Map: three of patient's current medications	Dec

10 points deducted per day assignment is late after 0800 on the due date.

THESE ASSIGNMENTS REQUIRE ATTENTION TO DETAIL, FOLLOWING SPECIFIC INSTRUCTIONS, CRITICAL THINKING, TIME MANAGEMENT AND GREAT WRITTEN COMMUNICATION SKILLS (JUST LIKE NURSING).

Level I:

Students must adhere to APA writing format, most recent edition, to complete this assignment. Use critical thinking, and the grading criteria to organize this assignment. Do **not** simply list items in the sections where detail is required. Use relevant information, with appropriate details. Submit a bibliography page. Make sure all work done by another author is properly cited.

A **health care related reference** must be used for each map. Current VN textbooks may not be used. **Web sites are not appropriate references and cannot be used. This includes .edu and .gov sites.** This assignment MUST be completed using acceptable references. The references must be less than 10 years old and must be appropriate, health care related. E-books and articles for health care professionals may be downloaded and used. Staple and attach a copy of the first page of each reference, and provide a copy of each page with the information used highlighted. Use APA guidelines, most recent edition, for references.

For the concept map, the student MUST include a copy of the references, with the appropriate information underlined in the appropriate map color. For example, use a reference to list the complications of a disease, and underline the reference's descriptions of complications in red pencil or marker.

For hypertension and COPD:

The maps must include the disease definition, etiology (what causes disease to start), risk factors (which individuals are most likely to get this disease), pathophysiology (how disease progresses), and **at least 8 complications** (what can happen if disease goes untreated). The concept map also needs to **describe** **at least 4 signs and symptoms or diagnostics** associated with **each** complication.

For Diabetes Mellitus Type 2: see grading criteria and follow closely

The map must include the disease definition, etiology (what causes disease to start), risk factors (which individuals are most likely to get this disease), pathophysiology (how disease progresses). Make sure to clearly depict ALL of the complications listed on the grading criteria sheet and include a **description of at least 4 signs and symptoms or diagnostics** associated with EACH complication.

Concept Map Level 1 Diabetes Mellitus Type 2 Grading Criteria

Possible points				
Clear depiction of definition, etiology and risk factors	20 points Provides very clear accurate depiction and details of definition, specific etiology and risk factors	10-19 points Provides fewer details, has some inaccuracy, less specific information	1-9 points Provides less than half	0 points No criteria met
Clear depiction of disease progression: pathophysiology	20 points Provides very clear, accurate depiction and details of pathophysiology	10-19 points Provides fewer details, has some inaccuracy, less specific information	1-9 points Provides less than half	0 points No criteria met
Clear depiction of <i>all</i> these complications including corresponding S/S a. Hypoglycemia b. Diabetic ketoacidosis c. Cardiovascular d. Cerebrovascular e. Peripheral vascular f. Kidney g. Eye h. Peripheral nerves i. Autonomic nervous system Gi/GU j. Wound healing k. Risk for infection	40 points Provides very, clear, accurate depiction and details of complications, including corresponding signs and symptoms with definitions and details <u>Be sure to include 4 S/S OF EACH complication(with definitions/details)</u>	21-40 points Missing information, lacking details, has some inaccuracies	1-20 points Provides less than half	0 points No criteria met
Reference, neatness, spelling, grammar, adherence to guidelines	20 points Used health care reference, properly cited, neat, easy to read, spelling, adhered well to guidelines	10-19 points Most sections cited properly, mostly neat, easy to read, incorrectly	1-9 points Provides less than half	0 points Did not submit refs or used inappropriate refs; did not follow guidelines

Grade _____ Student _____ Comments:

Concept map Level I HTN or COPD

Possible points				
Clear depiction of definition, etiology and risk factors	20 points Provides very clear accurate depiction and details of definition, specific etiology and risk factors	10-19 points Provides fewer details, has some inaccuracy, less specific information	1-9 points Provides less than half	0 points No criteria met
Clear depiction of disease progression: pathophysiology	20 points Provides very clear, accurate depiction and details of pathophysiology	10-19 points Provides fewer details, has some inaccuracy, less specific information	1-9 points Provides less than half	0 points No criteria met
Clear depiction of these complications including corresponding S/S Must list at LEAST 8 complications with clear definition and description of complications. Must list at least 4 relevant signs and symptoms or diagnostic tests results for each complication The S/S refer to S/S of each complication	40 points Provides very, clear, accurate depiction and details of complications, including corresponding signs and symptoms	21-40 points Missing information, lacking details, has some inaccuracies	1-20 points Provides less than half	0 points No criteria met
Reference, neatness, spelling, grammar, adherence to guidelines	20 points Used health care reference, properly cited, neat, easy to read, spelling, adhered well to guidelines	10-19 points Most sections cited properly, mostly neat, easy to read, incorrectly	1-9 points Provides less than half	0 points Did not submit refs or used inappropriate refs; did not follow guidelines

Grade: _____ Student: _____ Comments:

Concept Maps

Use a concept map to diagram the disease process and its progression. An appropriate health care reference should be used. Web sites may not be used. E-books and articles for health care providers are acceptable. Submit a bibliography page, using APA format, most recent edition, stapled to the back of the folder. Staple and attach a copy of the first page of the reference and a copy of all pages with the information used highlighted in the appropriate color. For example, submit a copy of the reference used for complications, with the information underlined in red.

Use ONLY standard sized manila folder for concept map. Write name clearly on map and on reference pages. Indicate on the map the source of the referenced material.

Color coding for concept map:

Definition: Black

Etiology: Brown

Risk factors: Purple

Pathophysiology: Blue

Complications: Red

Signs and symptoms: Orange (These need to correlate with the complications)

Based on feedback from previous SUCCESSFUL students, it takes 18-24 hours to complete the concept maps correctly. Please utilize all library resources, plan ahead and learn a lot from these assignments!

Medication Maps

Level I:

Use a concept map, on a manila folder to diagram the prescribed medications. An example will be shown in class. Level I: Digoxin will be used for the first medication map. The patient selected for the 2nd medication map must have at least 3 prescribed medications; this may include active PRN medications. Use ONLY patient initials, no other identifying information, such as facility, DOB, etc. Please pre-approve this with Mrs. Morris prior to submission. All faculty will grade these maps. Acetaminophen, docusate, cannot be used as one of the 3 meds.

Levels I, II and III:

The purpose of the medication map is to demonstrate critical thinking in medication safety and administration. It helps “show the connection” between pharmacological facts AND appropriate nursing interventions (and labs/Vs) AND the relevance to a patient. During the second semester, the student may bring a preliminary med map to the clinical setting to use during the medication discussion. The medication maps will be turned in to be graded on the last scheduled day of the clinical week. This day may vary semester to semester. These med maps may be used for your medication discussion with the faculty. The patient selected for this activity must be approved by the clinical instructor before submitting the map for a grade. The signed green sheet should be attached to the med map. During the year, the student can only submit one medication map for a post-partum patient; this will be included in the total number of med maps turned in. The student is also required to submit one medication map for the anesthetics used for a patient’s general anesthesia. This may be obtained during the OR clinical rotation. This map is also included in the 10 total maps that are due for the semester.

2nd Semester: A TOTAL OF 10 MEDICATION MAPS ARE DUE IN THE 2ND SEMESTER

A minimum of 4 meds should be used for the medication map. Acetaminophen, docusate, and senna will NOT “count” for any of the 4 meds, but should be included in the map if the patient is taking them. Active PRN’s (used within the past 48 hours) should be included.

The deadline for the last map accepted for the 2nd semester is the last Monday in April, 2021. You need show the connection between AR’s, contraindications and nursing interventions, labs. Align information neatly on the medication map for correlation. Use * to indicate patient info.

In addition, you will need to complete a general anesthesia medication map, using the medications from the patient’s general anesthesia. An extra 10 points added if general anesthesia med map is submitted during 2nd semester.

Please review the patient’s medical history VERY carefully to determine the EXACT reason the patient is taking each medication. Do NOT guess or assume.

2nd semester: If the *specific* reason the medication was prescribed is not included, 2 points deducted for EACH med.

For Level II and Level III, med maps are due at 0700 to the clinical faculty assigned to your clinical area the last day of the clinical week. Students who fail to turn a map in on the last clinical day will receive a "0" clinical grade for that day as this assignment is part of expected clinical preparation. 10 points WILL be deducted for each day the map is due thereafter. The faculty may also send the student home from clinicals should her or she feel that the student is not prepared for the clinical day. Should this happen that student would receive a "0" grade for the day and a clinical absence would be documented. Please note...this med map assignment has the potential to affect both the daily clinical grade AND the written average.

3rd Semester: A TOTAL OF 8 MEDICATION MAPS ARE DUE IN THE 3RD SEMESTER. five med-surg med maps and three critical care med maps (see below for instructions). **Students WILL** turn in a med map **EVERY WEEK**. Eight is the minimum number of maps required; students may choose to do more should the map be beneficial for patient care.

3rd semester: If the *specific* reason the medication was prescribed is not included, 4 points deducted for EACH med.

3 med maps: one for *each* of these units: CICU, SICU, MICU

- a. Patient selected must be approved by Mrs. Holmes in advance, with the permission form stapled to the folder.
- b. At least 1 med map must contain one or more vasoactive agents and must show how student determined the correct drip rate for the vasoactive agents. The student should look at the IV bag currently used and determine the ml/hr based on the prescribed rate (usually listed at mcg/kg/minute or mg/kg/minute etc.).
- c. All meds must be included, except inactive PRNs. The student MUST include at least 8 medications or more.
- d. It is extremely important to demonstrate understanding of WHY patient taking each medication. **Four points are deducted from each medication which does not have the correct information in this category.**

For Level II and Level III, med maps are due at 0700 to the clinical faculty assigned to your clinical area the last day of the clinical week. Students who fail to turn a map in on the last clinical day will receive a "0" clinical grade for that day as this assignment is part of expected clinical preparation. 10 points WILL be deducted for each day the map is due thereafter. The faculty may also send the student home from clinicals should her or she feel that the student is not prepared for the clinical day. Should this happen that student would receive a "0" grade for the day and a clinical absence would be documented. Please note...this med map assignment has the potential to affect both the daily clinical grade AND the written average.

Color coding, symbols for medication maps:

Generic name (Brand name), category	
Indications/uses (BE VERY SPECIFIC show why THIS patient is using)	Black
Action, how med works in body	Brown
Contraindications, cautions (use * if relevant to patient)	Blue
Significant drug/drug or drug/food interactions, (use * if relevant to patient)	Purple
Adverse Effects	
LIFE THREATENING <u>ALL CAPS</u>	RED/ALL CAPS
Common AR's	Orange
Nursing Assessments, Interventions,	Yellow
Labs, indicate WHY this is monitored (use * for patient results)	Light green
Vital Signs, indicate WHY this is monitored (use * patient results)	Darker green

On map, using appropriate colors, indicate medications' generic and brand name, category, and very specific reason THIS patient is taking medications.

For example, a patient taking low molecular weight heparin could be taking this to prevent DVT. You will need to state specifically WHY the patient needs DVT prophylaxis. This is usually due to prevent immobility complications due to bedrest or post-op status. Be sure to make this section VERY clear.

As another example, a seriously ill patient taking a proton pump inhibitor is likely taking the medication to prevent a stress ulcer, NOT because the patient has erosive esophagitis. The patient could also be taking this medication due to GERD.

If a medication is a combination medication (ex: Acetaminophen with Codeine or Guaifenesin with dextromethorphan), then both medications need to be included.

Medication Map Grading Criteria: Levels I, II and III

	Possible points: 20 points	10-19 points	1-9 points	0 points
Indications and actions, contra-indications & Adverse Effects Score ____	Lists all indications, actions, contraindications, defines unfamiliar terms. Lists life threatening ARs, common AR's, defines unfamiliar terms Discusses why THIS patient taking medication	Lists most indications, actions, contra-indications and AR's, defines some terms (In 2nd semester, minus 2 points per medication if did not discuss <u>specific reason</u> this patient taking medication) (Minus 4 points per medication during 3rd semester)	Lists less than half	No criteria met
Nursing Assessment, & Interventions Score ____	Clearly lists appropriate assessments and interventions, showing correlation with AR's, and/or contraindications	Some assessments or interventions missing, or not all correlated with AR's, and/or contraindications	Lists less than half	No criteria met
Labs and Diagnostics Score ____	Appropriate labs listed. Clearly correlated with ARs, and/or contraindications.	Some Labs missing, not all correlated with contraindications and/or or ARs. Some pt. lab missing	Lists less than half	No criteria met
Vital Signs Score ____	Appropriate VS listed, clearly correlates with contraindications and/or ARs. Pt's VS correlated	Some VS info missing, not correlated with ARs and/or contraindications	Lists less than half	No criteria met
Relationship and correlation demonstrated. Neatness, ease of reading, adherence to guidelines Score ____	Very clear relation indicated between medications, and correlation with patient status. Very neat, easy to read, close adherence to guidelines	Some relationship indicated. Some correlation with patient status. Some areas neat, mostly adheres to guidelines	Shows less than half	No criteria met

Grade: _____ Name: _____ Comments:

Faculty approval

Student _____

Medication maps:

For the medication map due on _____, these medications will be presented

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.

(Med/surg maps must have at least 4 medications)

(ICU maps must have at least 8 medications)

For the _____ concept map, this disease process/surgical procedure will be presented:

Date of patient care: _____

Due on: Monday _____

Student Signature/date _____

Faculty Signature/ date _____

This signed form must be stapled to the folder and turned in with the appropriate map.

vSim Level I, II, and III

Students will participate in virtual simulation during Level I, II, and III clinicals. vSims will be coordinated by Dr. Tara Strawn. With the vSim, the student will be expected to complete not only the virtual experience, but also the assigned pre- and post- written work. This student will get an overall grade for the simulation and written work. The student is expected to be responsible and turn the assignment in at the designated time. 10 points will be deducted for every day the assignment is late; i.e. even if the assignment is 10 days late and the student has obtained a "0", the assignment MUST still be turned in. Instruction regarding vSim will be given prior to the first assignment. vSim grade will count as a clinical experience and the grades will be averaged with the daily clinical grades which comprise 70% of the overall clinical grade. Students must maintain a 77 average to pass this course.

Level I	3 vSims assignments
Level II	8 vSim assignments
Level III	8 vSim assignments

GRADING POLICY/METHODS OF EVALUATION

Clinical Competency is verified by the Clinical Evaluation Tool. Student must reach the expected level of achievement.

Level I: A student who does not pass the clinical competency may not register for Level II courses.

Level II: A student who does not pass the clinical competency may not register for Level III courses.

Level III: A student who does not pass the clinical competency will not graduate.

See grading criteria for written assignments.

II. ATTENDANCE

A. ABSENCES

Attendance is mandatory and there are no excused absences as found in the student handbook. Sim Lab experiences and certain skills labs are considered clinical experiences.

Level I: A student may miss one day and still meet the clinical objectives. Any time a student has missed over 2 days, the student cannot meet the objectives and may be withdrawn from the course. The student will receive a grade of "50" for each absent day on the weekly clinical evaluation form.

Levels II and III: A student may miss ONLY 2 days and still meet clinical objectives. Any time a student has missed over 2 days, the student cannot meet the objectives and may be withdrawn from the course. The student will receive a grade of "0" each absent day on the weekly clinical evaluation form.

Students MUST call in absences to the clinical faculty and to the assigned clinical unit. See policy in student handbook for "no call-no show".

B. TARDIES

Three tardies count as one absence (Note there are NO tardies in the clinical setting!) If you arrive in the clinical area after 0630, you WILL BE SENT HOME and WILL RECEIVE SCORE OF "0" for the day.

Refer to the student handbook and attendance policy at the end of syllabus for additional explanation of attendance policies.

III. PROFESSIONAL CONDUCT

Students are expected to follow the ethics and rules of professional conduct as outlined in the student handbook, and the Texas State Board of Nursing. Unprofessional conduct on the part of a student as outlined in the student handbook and the Texas State Board of Nursing results in dismissal from the vocational nursing program.

IV. UNSAFE/UNSATISFACTORY CLINICAL PERFORMANCE

The student demonstrates unsafe clinical performance as evidenced by the following:

- a. Places a client in physical or emotional jeopardy.
- b. Violates previously mastered principles/learning/objectives in carrying out nursing care skills and/or delegated medical functions.
- c. Assumes inappropriate independence in action or decisions.
- d. Fails to recognize own limitations, incompetence and/or legal responsibilities; or
- e. Fails to accept moral and legal responsibility for his/her own actions.
- f. The student does not comply with all aspects in the LVN Student Handbook and Clinical Guidelines.
- g. The student is unprepared to answer instructor or staff questions regarding patient's

medications, doctor's orders, progress notes, patient history and physical assessment and current status of patient.

- h. Unsafe medication administration
- i. Refusal of a patient assignment

In the event of unsafe or unsatisfactory clinical performance, the student will be dismissed from the clinical setting for the day, a full day's absence will be recorded and a counseling form completed. The student can also be referred to the academic-admissions committee for possible dismissal.

Serious and/or repeated incidences will result in clinical failure and/or dismissal from the Vocational Nursing Program.

VII ACCOMODATION

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Disability Services Office. For more information, call or visit the Disability Services Office at Levelland Student Health & Wellness Center 806 716 2577 or 806 716 2529.

Diversity: In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

4.1.1.4 Title IX Pregnancy Accommodations Statement

If you are pregnant, or have given birth within six months, Under Title IX you have a right to reasonable accommodations to help continue your education. To activate accommodations you must submit a Title IX pregnancy accommodations request, along with specific medical documentation, to the Director of Health and Wellness. Once approved, notification will be sent to the student and instructors. It is the student's responsibility to work with the instructor to arrange accommodations. Contact Chris Straface, Director of Health and Wellness at 806-716-2362 or email cstraface@southplainscollege.edu for assistance.

FACE COVERING COURSE SYLLABUS STATEMENT

It is the policy of South Plains College for the Fall 2020 semester that as a condition of on-campus enrollment, all students are required to engage in safe behaviors to avoid the spread of COVID-19 in the SPC community. Such behaviors specifically include the requirement that all students properly wear CDC-compliant face coverings while in SPC buildings including in classrooms, labs, hallways, and restrooms. Failure to comply with this policy may result in dismissal from the current class session. If the student refuses to leave the classroom or lab after being dismissed, the student may be referred to the Dean of Students on the Levelland campus or the Dean/Director of external centers for Student Code of Conduct Violation.

EMERGENCY MESSAGES

The student should notify his/her family that in case of an emergency during normal class schedule, they should call the Nursing Office at (806)716-2391 or (806)716-2193. Class will not be interrupted unless it is an emergency, so they must identify themselves and say it is an emergency to get immediate action.

The student should notify his/her family that in the case of an emergency during clinical rotations, they should call and leave a message or text (who they are and who they need to get in touch with for an emergency) to the number or numbers provided to them in the clinical course syllabus and/or on the clinical course schedule.

Dropping a class

Students should submit a Student Initiated Drop Form online.

Students will not be required to obtain an instructor signature to drop, however, we do encourage students to communicate with instructors or advisors prior to dropping a course when they are able. There will be no charge for drops for the fall or spring semesters.

Withdrawing from all classes

If a student wishes to withdraw from all courses, they should initiate that process with the Advising Office. They can schedule an appointment with an advisor by visiting <http://www.southplainscollege.edu/admission-aid/advising/spcadvisors.php> or by calling 806-716-2366.

Schedule Change (after late registration and before census date)

To make a schedule change after late registration (August 28, 2020) and before the census date (September 9, 2020), students should submit a Schedule Change Form. After late registration, adding a class requires instructor approval. If a student is requesting to be added to one of your courses and you approve, please

email registrar@southplainscollege.edu with your approval. This can take the place of signature on the Schedule Change Form that we have required in the past.

Clinical Hours:

Hospitals

0600-1500, Level I, 2 days; Level II, 3 days; and Level III, 4 days. Levelland Nursing Home, Levelland Covenant Hospital, Lamb County Hospital_ Other clinical rotations TBA.

Physician's offices, Clinics:

0800-1200 and 1300-1600. Students MUST each lunch in the cafeteria on clinic and physician office days. On clinic days, students must eat in the cafeteria at Littlefield/Levelland and at UMC Lubbock.

SIM lab:

0800 to 1600, Thursday and Friday; and other days as announced throughout the semesters (see the weekly schedule).

Clinical Days:

Please refer to written clinical schedule provided by instructor for particular days. Please refer to student handbook for information on inclement weather. Clinical days are subject to change by faculty. Students will be notified of changes by SPC president via local news (for weather related). In addition, students will be notified by REMIND if changes made by faculty, or notified in class or via phone by instructors. Students reminded to ensure an accurate phone number is provided, and at least one (1) alternate number should be provided.

Generally, in 1st semester, clinicals are on Thursday and Friday.

2nd semester: Above clinical sites, plus Grace Hospital (Lubbock). Clinicals will be on Thursday and Friday. Beginning in mid-February, clinicals will be on Wednesday, Thursday and Friday.

3rd semester: Clinicals at UMC in Lubbock on Tuesday, Wednesday, Thursday and Friday. Clinical times for BICU UMC are 0615 to 1500

Post conference hours are mandatory. Students must remain in full uniform for post-conference, whether the conference takes place at the facility or at SPC.

SOUTH PLAINS COLLEGE
VOCATIONAL NURSING PROGRAM
ATTENDANCE POLICY

Punctual and regular attendance, as stated in the SPC Handbook, is required of all students attending South Plains College. There are no excused absences.

1. Students are officially enrolled in all classes for which they pay tuition and fees at the time of Registration. Should a student, for any reason, delay in reporting to class after official Enrollment, absences will be accrued by the student from the first meeting of a class.

2. Classroom Absences: If the student is absent 2 hours per 16 hours of lecture time, the student will be counseled by the faculty. On the 3rd hour's absence per 16 hours of lecture, the student will be dismissed from the program. No excused absences. Three tardies count a 1 absence.

2: 16 Lecture hours
6:48 Lecture hours
8:64 Lecture hours
12:96 Lecture hours

3. Clinical arrival after 6:30 a.m. (7-3 shift) will result in dismissal for the day and a full day's absence recorded. A full day's absence is recorded if the student is sent home from the clinical setting. Daily clinical grade will reflect the absence.

1. Students are expected to attend all scheduled days of clinical/classroom experience in each semester. In the event of illness, it is the student's responsibility to notify the instructor, clinical affiliate, and school. Three tardies count as 1 absence.

2. Clinical Absences:

Level 1—If the student is absent 8 hours, the student will be counseled by the faculty. If the student is absent more than 16 hours, the student **will** be dismissed from the program. No excused absences. A grade of 50 will be recorded on the daily evaluation sheet for an absence.

Level II & 111—If the student is absent 16 hours from clinicals, the student will be

counseled by the faculty. If the student misses more than 24 hours, the student **will** be dismissed from the program. No excused absences. A grade of "0" will be recorded on the daily evaluation for an absence.

3. **Students are required to attend scheduled clinical agency orientation, facility tours, and assigned computer time. Failure to attend will be counted as a clinical absence.**
4. **When absent on class days, the student must notify the Nursing Department office or one of the instructors before 8 a.m. Phone: (806) 716-2391 or (806)716-2193.**
5. **When absent on clinical days, the student must notify the clinical unit and instructor before 06:30 a.m. if they are going to be absent. Failure to call BOTH the Nursing Department and Instructor AND the Facility to report absences one time will result in written counseling. If the instructor does not call the student back within 10 minutes, the student needs to page a different instructor until a faculty member is notified. Obtain the name and title of the person contacted at the facility. The second occurrence of failure to notify faculty and clinical facility will result in student appearance before the Admissions/Academic Standards Committee. The third occurrence will result in dismissal from the Vocational Nursing Program.**
6. **Student clinical absences the day before or the day after a long holiday weekend or break (including Labor Day, Fall break, Thanksgiving, Christmas, MLK, Spring Break, Easter or Memorial Day/Summer, 4th of July break) will be counted as 2 absences. Two zeroes (O's) will be recorded for that day.**
7. **Please note: students are not considered graduates until all coursework, clinical etc. have been completed. The NCLEX PN REVIEW days are considered mandatory clinical days. ATTENDANCE IS MANDATORY: NO EXCUSED ABSENCES. (The alternate clinical days from the El Paso trip or Family Promise may NOT be substituted for attendance at the NCLEX PN Review.) **Students who do not attend all hours on all 3 days, of the NCLEX PN will not be cleared for graduation.** The Review instructor is not an SPC employee and does not have any authority to excuse any absences or tardies. It is your responsibility to arrive on time, stay for the entire day on all 3 days. It is strongly recommended that students either stay in Plainview for those nights or have extremely reliable transportation.**

8. **Students will not be cleared for graduation until after the pinning ceremony, Friday August 13, 2021 (this is an approximate date). Do NOT make vacation or work plans until after that date. Make up dates for clinical will be made by faculty, and will likely extend the time students are cleared for graduation.**

9. **Remember, you may not work as a graduate Vocational Nurse until you have received your permit from the Texas Board of Nursing. That permit will not be issued by the state until you have been cleared for graduation AND have been processed by the Board of Nursing.**

Alternate Clinical Activities
Contingency Plan
Community Clinical
Activities

Students are strongly encouraged to take all precautions to prevent exposure to the flu, and other communicable diseases. Handwashing, tobacco cessation, cough etiquette and limiting exposure to ill persons are the BEST prevention recommendations. Students are required to obtain flu shots.

The faculty is very concerned that students will not be able to meet clinical attendance requirements during potential outbreaks and personal illnesses. Students will be encouraged to participate in community activities and "bank" hours to offset potential absences during the year. Students may "bank" up to 16 hours in order to offset absences during the year. Students are reminded to utilize all possible contingency plans for ill family members and family emergencies.

Students will be expected to participate in 6 hours of "hands-on" time and 2 hours of research time for each 8 hours of time banked. Use the form provided to document hours at the agency. The weekend mission trips will count as 14 hours hands on time, and 2 hours of documentation/research time, for a total of 16 hours.

Clinical objectives to be met:

Demonstrate the assessment of the patient's needs and care in the setting in the community.
Identify the role of the nurse in relation to the psychosocial needs of the patient.
Discuss the role of the nurse in preventive health care.
Identify areas needed for patient/family education.

Dress Code: Students are asked to wear the t-shirts given during orientation, along with black scrub pants and their ID cards. T shirts and ID cards are not required at the Promise House, if the instructor is present. Students must submit documented dates, times and signatures from agency contact persons.

Students will need to submit their research paper 2 weeks after their hands-on activity. Papers must be typed. Grading criteria:

Details and Accuracy: 33%

Demonstrated empathy with the population served

33% Adherence to objectives and directions 34%

Research Activity:

Food Bank/ Feeding Program/Meals on Wheels/Senior Center

Describe the clients served: (1 paragraph, 6 - 8 sentences)

Describe the activities you participated in: (1 paragraph, 6 sentences)

For a single meal (Meals on Wheels or "soup kitchens")

Describe the contents of the meal provided. Be specific as to serving sizes, including beverages.

Research: List the reference used:

How many calories were served?

Which item had the highest calcium content per individual serving? How many mg? Which item had the highest iron content per individual serving? How many mg?

Which item had the highest protein content per individual serving? How many Grams?

How would this meal need to be modified for a patient who needed a low fat, low sodium diet?

For the food bank:

Describe the contents of the usual order of groceries the clients receive for a family of 4.

Devise a healthy menu for 2 days, using only the groceries provided by the food bank.

Be specific as to portion size.

Research: List the reference used:

Which item had the highest calcium content per individual serving? How many mg? Which item had the highest iron content per individual serving? How many mg?

How would this meal need to be modified for a patient who needed a low fat, low sodium diet?

*For *both* programs: (1 paragraph each question, 6 - 8 sentences per paragraph)

How will this program meet the preventative health care needs of the patient?

Using the objectives, summarize what you learned with this experience.

For programs primarily dealing with/1 indigent/1homeless populations: (includes mission trip and Family Promise) (1 paragraph each question, 6 - 8 sentences per paragraph)

Describe the population served:

Describe the activities you participated in:

Using the objectives, summarize what you learned with this experience: What

actual health care needs did you observe?

What educational needs did you observe?

What preventive health care needs did you observe? If

children were involved with this program,

Which special needs did they have?

For programs primarily dealing with older populations:

Describe the population served Describe the activities you participated in: Using the objectives, summarize what you learned with this experience:

Mental Health/Domestic Violence

For each question, write 1 paragraph, 6- 8 sentences per paragraph.

Describe the population served.

Describe the activities you participated in.

Using the objectives, describe what you learned.

Health Fairs/Health Screenings

For each question, 1 paragraph, 6- 8 sentences.

Describe the population served.

Describe the activities you participated in.

Using the objectives, summarize what you learned.

Describe the disease process being screened, and the possible complications of the disease is not diagnosed and treated early.

Which signs and symptoms are possible with this disease?

Hospice Volunteer

For each question, write a paragraph, 6 - 8 sentences per paragraph.

What are the needs of the patient you visited? (You will NOT perform a physical assessment) What are the needs of the patient's family?

Describe the activities in which you participated.

What are the stages of death and dying, according to Dr. Kubler-Ross? What comfort measures can the nurse provide?

Time Sheet: (All agencies must be approved in advance)

Student:

Agency:

Faculty

Approval:

Dates and times with signature from contact person:

(print)

(Signature)

Contact Phone number:

Please provide the agency with Mrs. Hargrove's cell phone:
806.523.9722 Need to coordinate with Mrs. Hargrove and attend as
scheduled.

**Plagiarism Declaration
Department of Nursing
South Plains College**

By signing this plagiarism declaration I acknowledge that I have received a copy of the honesty policy and been made aware that the penalty for plagiarism is dismissal from the program.

Examples of student plagiarism¹

- Copying material without quotes, in-text citations, and/or referencing
- Paraphrasing content without in-text citation and/or referencing
- Copying ideas, words, answers, exams, or shared work from others when individual work is required
- Using another's paper in whole or in part
- Allowing another student to use one's work
- Claiming someone else's work is one's own
- Resubmitting one's own coursework, when original work is required (self-plagiarism)
- Falsifying references or bibliographies
- Getting help from another person without faculty knowledge or approval
- Purchasing, borrowing, or selling content with the intent of meeting an academic requirement for oneself or others

Printed Name

Signature

Date

(One copy to student file, one copy to student)

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South Plains College
STATEMENT OF UNDERSTANDING
CAMPUS CONCEALED CARRY

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in South Plains College buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun, a qualified law enforcement officer or those who are otherwise authorized. Pursuant to Penal Code (PC) 46.035 and South Plains College policy, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the SPC Campus Carry page at <http://www.southplainscollege.edu/campuscarry.php>.

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all South Plains College campuses. Report violations to the College Police Department at 806-716-2396 or 9-1-1.

The following Penal Code pertains to all hospital owned property such as clinics, physician's offices, ambulances, and ambulance stations.

Texas Penal Code - PENAL § 30.06. Trespass by License Holder with a Concealed Handgun states that an individual cannot carry a handgun (concealed or open carry) on the premises of a hospital licensed under Chapter 241, Health and Safety Code, or on the premises of a nursing facility licensed under Chapter 242, Health and Safety Codes, unless the license holder has written authorization of the hospital or nursing facility administration.

Texas Penal Code - PENAL § 30.07. Trespass by License Holder with an Openly Carried Handgun states that an individual cannot carry a concealed handgun on the premises of a hospital licensed under Chapter 241, Health and Safety Codes, or on the premises of a nursing facility licensed under Chapter 242, Health and Safety Codes, unless the license holder has written authorization of the hospital or nursing facility administration.

- I am aware of the Texas Senate Bill – 11, Campus Concealed Carry law
- I have read both § 30.06 and § 30.07 of the Texas Penal Code regarding hospital/clinical Campus Concealed Carry
- I understand that concealed means that it is not seen, it is not noticeable, it is not touched by another, nor is it talked about
- I understand that it is **legal** to conceal a handgun on a South Plains College campus with a proper license. I understand that it is **illegal** to conceal a handgun at the clinical sites (hospitals & clinics) regardless of license status.
- I understand that if the weapon becomes non-concealed that the SPC Campus Police will be called and the situation will be handled by the SPC Campus Police

Printed name

Student Signature

Date _____

(One copy to student file, one copy to student)

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(One copy to student file, one copy to student)

HIPAA Information for Nursing Students

Patient information is confidential. No information regarding a patient can be shared with your friends or family. You may not discuss a patient with anyone not on this patient’s health care team or anyone who does not need to know this information.

Discussions at the health care setting will take place only with appropriate members of the healthcare team. This discussion will need to take place in a setting where privacy can be assured.

You may not use ANY type of social media to discuss patients. This includes texting or emailing anyone. If you need to discuss a patient situation with an instructor, this needs to take place in a private setting.

Privacy has been violated even if a discussion does not include patient names or facilities. Information about the patient during the discussion could easily lead to private health information being disclosed.

Even a non-intentional disclosure is potentially harmful.

Further details about HIPAA will be given in class during the first week of school. You are receiving two (2) pamphlets regarding the use of social media and professional boundaries. These are produced by the National Council of State Boards of Nursing.

If a student discloses private health information about a patient, dismissal will result.

Your signature below indicates your understanding of this critical information.

_____ Printed Name

_____ Student Signature

_____ Date

July 31, 2019

One copy to student file; one copy to student

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**Tentative Due Dates for Clinical, Adult Health, and OB
Written Assignments
Sept 2020 - Jan 2021**

<i>Due Date</i>	Project	Course/Instructor	Estimated time to complete assignment – individual results will vary
<i>Fall 2020</i>			
Sept 28 th	Ethical Paper	AH1 NH	2-4 hours
Oct 5 th	Home Safety Project	AH1 KB	4-6 hours
October 7th	1 st Medication cards See syllabus for instructions related to drug cards that will be due each Monday	AH1	2 hours each (as year progresses, will likely take 1-1.5 hours each)
Oct 12 th	HTN Map	Clinicals NH	16-24 hours
Oct 19 th	5 Power points	AH1 KB	8-12 hours
Oct 26 th	Concept Map – COPD	Clinical NH	16-24 hours
Nov 2 nd	Med Map digoxin	Clinical NH	8-12 hours
Nov 9 th	Concept Map – DM2	Clinical NH	16-24 hours
Nov 23 rd	Birthing Experience Interview	OB JH	6-8 hours
Nov 30 th	Med map, patient's 3 meds	Clinicals NH	12-16 hours
<i>Spring 2021</i>			
Jan 11 th	Davis Drug Guide	AH2 KB	12-16 hours
Jan 18 th	Ethical Paper	AH2 NH	2-4 hours

Library orientation and in-class explanations will be given. FOLLOW DIRECTIONS CLOSELY!!! Contact the instructor grading the assignment if you have questions or for clarification. You are very strongly encouraged to use great time management techniques and to study and work on assignments while waiting for check-offs.

