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CLARENDON COLLEGE
Vocational Nursing
VNSG 1461 - Clinical II

Division of Workforce:

Course Name: VNSG 1463-Clinical III

Credit Hours: 4

Semester: Fall 2024

Simulation Laboratory Location:

Pampa - Center: 1601 W. Kentucky, Pampa, 79065 - Room 101

Phone: (806) 660-2014 Pampa

Childress Campus: 1902 Ave G NW, Childress, TX 79201 - Mesquite Room

Phone: (940) 937-2201 Childress

Clinical Location: As posted in clinical schedules given to students at the time of clinical.

Instructors:

Pampa Campus: Amy Claybo, RN, BSN

Office Location: 1601 Kentucky

Phone: (806) 660-2014 Pampa

Email: amy.claybo@clarendoncollege.edu

Childress Campus: Debbie O' Neal, LVN

Office Location: 1902 Ave G NW, Childress, TX 79201

Phone: (940) 937-2201

Email: Debbie.ONeal@clarendoncollege.edu

Office Hours: As posted or by appointment.

Course Description:

A method of instruction providing detailed education, training, and work-based experience, and direct patient care, generally at a clinical site. Specific detailed learning objectives are developed for each course by the faculty. Clinical experiences are unpaid learning experiences.

Prerequisite: Student must pass medication dosage calculation test and medication rotation check off with 100 before first day of onsite clinical. Students are allowed to take the test 3 times. Failure to do so will result in failure of VNSG 1463.

Statement of Purpose:

VNSG 1463 Clinical III partially satisfies the requirement for the vocational nursing certificate at Clarendon College.

Audio/Video/Photography/Distribution of Course Materials:

All course materials are only for the use of students enrolled in this course for purposes associated with this course. Audio/Video recording or photography of courses in session is strictly prohibited by students unless previous permission

has been granted by the faculty. Duplication and/or distribution of any classroom materials via print, email, or other electronic means to individuals who are not currently enrolled in this course are prohibited.

Electronic Communication:

Clarendon College Allied Health Department faculty and staff will send official correspondence to a student via Microsoft TEAMS or e-mail using the student's e-mail address as assigned by Clarendon College. Faculty, students, and staff are expected to use their Clarendon College Microsoft TEAMS or bulldog e-mail address for all official communication.

Syllabus Disclaimer:

Although every effort will be made NOT to change schedules, unforeseen events may cause changes to the scheduling of campus classes/labs/activities, exams, etc. Class topic and exam schedule may change with notice. Faculty reserve the right to make any changes deemed necessary to best fulfill the course objectives. Students registered for this course will be made aware of any changes in a timely fashion using reasonable means of communication. It is the responsibility of each student to know what changes if any, have been made to the provisions of this syllabus and to successfully complete the requirements of this course.

***Syllabi/Schedules subject to change.**

End-of-Course Outcomes: (WECM):

As outlined in the learning plan, apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry and will demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry.

Learning Outcomes (DEC): The DEC competencies are fully integrated throughout the curriculum for the VN student.

The DEC competencies relate to the entry level skills each student will acquire as they relate to the working world and the competencies required by the Texas Board of Nursing.

I. Member of the Profession:

- A. Function within the nurse's legal scope of practice and in accordance with regulation and the policies and procedures of the employing health care institution or practice setting.
- B. Assume responsibility and accountability for the quality of nursing care provided to patients and their families.
- C. Contribute to activities that promote the development and practice of vocational nursing.
- D. Demonstrate responsibility for continued competence in nursing practice, and develop insight through reflection, self-analysis, self-care, and lifelong learning.

II. Provider of Patient-Centered Care:

- A. Use clinical reasoning and knowledge based on the vocational nursing program of study and established evidence-based practice as the basis for decision-making in nursing practice.
- B. Assist in determining the physical and mental health status, needs, and preferences influenced by culture, spirituality, ethnicity, identity, and social diversity of patients and their families, and in interpreting health-related data based on knowledge derived from the vocational nursing program of study.
- C. Report data to assist in the identification of problems and formulation of goals/outcomes and patient-centered care plans of care in collaboration with patients, their families, and the interdisciplinary health care team.
- D. Provide safe, compassionate, basic nursing care to assigned patients with predictable health care needs through a supervised, directed scope of practice.
- E. Implement aspects of the plan of care within legal, ethical, and regulatory parameters and in consideration of patient factors.
- F. Identify and report alterations in patient responses to therapeutic interventions in comparison to expected outcomes.

- G. Implement teaching plans for patients and their families with common health problems and well-defined health learning needs.
- H. Assist in the coordination of human, information, and physical resources in providing care for assigned patients and their families.

III. Patient Safety Advocate:

- A. Demonstrate knowledge of the Texas Nursing Practice Act and the Texas Board of Nursing Rules that emphasize safety, as well as all federal, state, and local government and accreditation organization safety requirements and standards.
- B. Implement measures to promote quality and a safe environment for patients, self, and others.
- C. Assist in the formulation of goals and outcomes to reduce patient risks.
- D. Obtain instruction, supervision, or training as needed when implementing nursing procedures or practices.
- E. Comply with mandatory reporting requirements of the Texas Nursing Practice Act.
- F. Accept and make assignments that take into consideration patient safety and organizational policy.

IV. Member of the Health Care Team:

- A. Communicate and collaborate in a timely manner with patients, their families, and the interdisciplinary health care team to assist in the planning, delivery, and coordination of patient-centered care to assigned patients.
- B. Participate as an advocate in activities that focus on improving the health care of patients and their families.
- C. Participate in the identification of patient needs for referral to resources that facilitate continuity of care, and ensure confidentiality.
- D. Communicate patient data using technology to support decision-making to improve patient care.
- E. Assign nursing activities to LVNs or unlicensed personnel based upon an analysis of patient or work place need.
- F. Supervise nursing care by others for whom the nurse is responsible.
- G. Assist health care teams during local or global health emergencies or pandemics to promote health and safety, and prevent disease.



Vocational Nursing Program DECs Matrix				
Program: Vocational Nursing Education				
List of VNSG Courses Required and Identified Competencies				
Competencies			Course ID	Course Title
1	2	3	4	
<p>A –Knowledge: 1abc, 2, 3, & 4</p> <p>A –Clinical Judgement and Behaviors: 1, 2, & 3ab</p> <p>B –Knowledge: 1abcd, 2, 3, 4, 5, 6, 7abc, & 8</p> <p>B –Clinical Judgement and Behaviors: 1, 2, 3, 4, 5ab, 6abc, 7, 8, 9, & 10</p> <p>C –Knowledge: 1, 2, 3, 4, & 5</p> <p>C –Clinical Judgement and Behaviors: 1, 2, 3, 4, 5, & 6</p> <p>D –Knowledge: 1, 2, 3, 4, & 5</p> <p>D –Clinical Judgement and Behaviors: 1, 2, 3, 4, & 5</p>	<p>A –Knowledge: 1, 2abc, 3, & 4</p> <p>A –Clinical Judgement and Behaviors: 1, 2abc, 3, & 4</p> <p>B –Knowledge: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, & 12</p> <p>B –Clinical Judgement and Behaviors: 1, 2, 3, 4, 5, 6, 7, 8, 9ab</p> <p>C –Knowledge: 1, 2, 3, 4, 5, 6, 7, & 8</p> <p>C –Clinical Judgement and Behaviors: 1, 2, 3, 4, 5, 6, & 7</p> <p>D –Knowledge: 1abcd, 2, 3, 4, & 5</p> <p>D –Clinical Judgement and Behaviors: 1, 2, 3, & 4</p> <p>E –Knowledge: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, & 13</p> <p>E –Clinical Judgement and Behaviors: 1, 2, 3, 4, 5, 6abc, 7ab, 8, 9, 10, 11, 12, & 13</p> <p>F –Knowledge: 1, 2, & 3</p> <p>F –Clinical Judgement and Behaviors: 1, 2, 3, 4, 5, & 6</p> <p>G –Knowledge: 1, 2, & 3</p> <p>G –Clinical Judgement and Behaviors: 1, 2, 3, 4, 5, 6, & 7</p> <p>H –Knowledge: 1, 2, 3abc, 4, 5, 6, & 7</p> <p>H –Clinical Judgement and Behaviors: 1, 2ab, 3, 4, 5, & 6</p>	<p>A –Knowledge: 1, 2, 3, 4, 5, & 6</p> <p>A –Clinical Judgement and Behaviors: 1, 2, 3, 4, 5, & 6</p> <p>B –Knowledge: 1, 2, 3abc, 4, & 5</p> <p>B –Clinical Judgement and Behaviors: 1, 2, 3ab, 4, 5, 6, 7, 8, & 9</p> <p>C –Knowledge: 1, 2, & 3</p> <p>C –Clinical Judgement and Behaviors: 1, 2ab, & 3</p> <p>D –Knowledge: 1abc</p> <p>D –Clinical Judgement and Behaviors: 1, 2, & 3</p> <p>E –Knowledge: 1abc & 2</p> <p>E –Clinical Judgement and Behaviors: 1, 2, 3, & 4</p> <p>F –Knowledge: 1abc & 2</p> <p>F –Clinical Judgement and Behaviors: 1, 2, & 3</p>	<p>A –Knowledge: 1ab, 2, 3ab, 4ab, & 5</p> <p>A –Clinical Judgement and Behaviors: 1, 2, & 3</p> <p>B –Knowledge: 1ab, 2ab, 3abc, & 4</p> <p>B –Clinical Judgement and Behaviors: 1, 2, 3, 4, & 5</p> <p>C –Knowledge: 1, 2, 3, 4ab, 5, 6, 7, & 8</p> <p>C –Clinical Judgement and Behaviors: 1ab, 2abc, 3ab, & 4</p> <p>D –Knowledge: 1ab, 2, & 3</p> <p>D –Clinical Judgement and Behaviors: 1abc, 2abc, 3ab, & 4</p> <p>E –Knowledge: 1, 2abcd, 3, & 4ab</p> <p>E –Clinical Judgement and Behaviors: 1, 2ab, & 3ab</p> <p>F –Knowledge: 1, 2, 3, & 4ab</p> <p>F –Clinical Judgement and Behaviors: 1, 2, 3, & 4</p> <p>G –Knowledge: 1, 2ab, 3, & 4</p> <p>G –Clinical Judgement and Behaviors: 1, 2, 3 & 4</p>	<p>VNSG 1463</p> <p>Clinical III</p>
Competency References				
		4 – Member of the Health Care Team		
		3 – Patient Safety Advocate		
		2 – Provider of Patient-Centered Care		
1 – Member of the Profession				

SCANS COMPETENCIES:

The individual SCANS Foundation Skills and competencies have been identified and are located on file in the nursing office. Demonstration of SCANS is documented by the student's ability to provide evidence that the skill has been mastered.

THECB CORE OBJECTIVES:

Clarendon College endeavors to meet the Core Objectives proposed by the Texas Higher Education Coordinating Board (THECB). The THECB has determined the following categories as necessary achievements of core curriculum in higher education:

Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.

Communication Skills – to include effective development, interpretation and expression of ideas through written, oral and visual communication.

Empirical and Quantitative Skills – including application of scientific and mathematical concepts.

Teamwork – including the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

Personal Responsibility - to include the ability to connect choices, actions and consequences to ethical decision-making.

Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Required Instructional Materials:

Textbook:

Ackley, B. J., Betty J. Ackley N. E., Ladwig, G. B., Ladwig N, G. B., Makic, M. B., Martinez-Kratz, M., & Marina Martinez-Kratz, C. (2021). *Nursing diagnosis handbook revised reprint with 2021-2023 NANDA-I® updates* (12th ed.). Mosby. ISBN: 978-0-323-87988-0

Fulcher, E. M., & Frazier, M. S. *Introduction to intravenous therapy for health professionals*. Elsevier.

Leonard, P. C. (2019). *Quick & easy medical terminology* (9th ed.). Saunders. ISBN: 978-0-0323-59599-5

Pagana, K. D., Pagana, T. J., & Pagana, T. N. (2020). *Mosby's diagnostic and laboratory test reference* (15th ed.). Mosby. ISBN: 978-0-323-67519-2

Skidmore-Roth, L. (2021). *Mosby's 2022 nursing drug reference* (35th ed.). Mosby. ISBN: 978-0-323-82607-5

Other Relevant Materials:

Pens, pencils, paper, highlighters, laptop, ATI, Nurse Practice Act, Scantron answer sheets, Nurse Practice Act, Scope of Practice, pen light, stethoscope, analog watch with second hand.

Methods of Instruction:

Lectures	Required Reading	Written Assignments	Quizzes
Classroom Discussions	Small Group Work	Audio-Visual Aids	Demonstrations
Return Demonstrations	ATI Modules	Projects	Concept Maps

*Lectures may be in-class, via zoom, or recorded and uploaded to TEAMS.

Student Requirements:

1. Professional behavior is expected of all nurses entering the work field.

2. Students will be expected to demonstrate professional behavior by being respectful of others in the course, attending all classes, and actively participating in this learning opportunity.
3. Students are responsible for all assignments and material covered in their absence.
4. Assignments: See course schedule of individual instructor.
5. Students are expected to be self-directed independent learners throughout the semester.

Requirements and Evaluation Methods:

EXAMS	PERCENTAGE
Weekly Clinical Evaluations	50%
(ATI Modules) Assignments	20%
System Disorder Forms and Drug Cards	30%
TOTAL for COURSE GRADE	100%

Grading Scale:

The following grading scale is utilized for the LVN Nursing Program:

A	90-100
B	81-89
C	78-80
D	68-77
F	Below 67

Students must achieve an overall course grade at or above 78 to pass all courses in the vocational nursing program.

1. All grades will be posted by the instructor on the Clarendon College online grade book.
2. Grades **will not** be given out by phone, email, or text.
3. ***THERE ARE NO OPTIONS FOR EXTRA-CREDIT WORK OR REPEATING EXAMS OR PAPERWORK TO RAISE COURSE GRADES, EITHER DURING OR AT THE END OF A COURSE.***
4. No late work will be accepted
5. Refer to individual course syllabi for additional grading criteria.
6. Failure of a total of any two (2) nursing theory courses, two (2) nursing clinical courses, or any combination thereof equaling two (2) courses will result in ineligibility for transfer, admission, or readmission to Clarendon College's Professional Nursing Program at any campus.

Rounding Policy:

In order to successfully complete a nursing course and progress in the nursing program, students are required to achieve an exam average of 78% or greater. The exam average will include all unit exams and the final exam. Students not attaining a major exam average of 78% or greater will not pass the course. Students must achieve a final overall course grade of 78% to pass any VNSG course in the nursing program. Each quiz/exam/project grade will be calculated to two decimal points. At the end of the semester, actual percentages will be used to determine letter grades.

****NOTE: GRADES WILL NOT BE ROUNDED.** (Example: A grade of 77.5 to 77.99 will not be considered as passing).
No late work will be accepted!!

Failure of a total of any two (2) nursing theory courses, two (2) nursing clinical courses, or any combination thereof equaling two (2) courses will result in ineligibility for transfer, admission, or readmission to Clarendon College's Professional Nursing Program at any campus.

Ticket to Test and/or Class:

Students will be required to complete specific assignments and/or ATI modules or assignments that must be completed by the designated due date and time. Students are required to complete, print, and bring to their instructor as their ticket to test and/or class. The student's ticket to test and/or class is required to be permitted to sit for the scheduled examination and/or class.

Student Testing – Skills Check-Off Policy:

1. Skills Check-Offs schedules will be given to students at the beginning of the course each semester;
2. Check-Off attendance: Check-Offs will be given on dates noted on the course syllabus and course schedule. If a student cannot attend a check-offs, the course instructor/professor must be notified at their office number, Microsoft TEAMS, or by email **before the examination begins**. It is the student's responsibility and a requirement to notify the instructor/professor in advance of any absence.
3. On check-off days no late entry into the classroom or laboratory will be permitted to eliminate distractions for other students. In the event a student is going to be late they must notify their course instructor/professor through Microsoft TEAMS or by e-mail **before the examination begins**. The student will receive an absence for the course for the day. It is the student's responsibility to contact the instructor to reschedule their make-up exam. The instructor has the discretion to administer a different version of the exam content.
4. Make-up skills check-offs will only be given at the discretion of the faculty member and can be a different version or alternate format than the scheduled exam.
5. All skills check-offs exams include hands-on demonstration, multiple-choice, and alternate format questions based on the NCLEX-PN Test Plan;
6. Assigned seating may be used during any skills check-off exam;
7. Grades will be available within one week following a skills-check off exam;
8. Basic function calculators will be provided for exams with dosage calculation questions;
9. If the exam is given in paper format: SCANTRON™ forms and exam booklets are turned in to the proctor who is monitoring the exam and will be counted at the end of the testing period. Students must NOT remove exams from the testing room; the answer recorded on the Scantron™ will be the official answer sheet or submitted electronically if the test is a computerized test; or a specific grading rubric for the skills check-off will be utilized. Students are responsible for printing skills check-off rubrics and bring them with them to class.
10. If the exam is given in electronic format, the student will need to bring a laptop or utilize a laptop/computer from Clarendon College. The device utilized will need the capability of connecting to the internet. It is the student's responsibility to ensure the device is charged or plugged into a power source during the duration of the examination.
11. Scratch paper, if used, will be provided by the instructor/professor and must be turned in immediately following the exam;
12. Classroom skills check-off exam reviews will be conducted at the discretion of the faculty. Students will not be allowed to take any notes during the review, and all personal belongings must be left at the back of the classroom;
13. Students who score an eighty (80) or below will need to schedule an appointment with their instructor to complete a Student Action Report and be assigned required remediation.
14. Individual review of exams by a student with the instructor/professor must be scheduled within one (1) week of the exam being administered. Individual test reviews will be performed only in the faculty member's office. Students may review only the most recent test (In other words, exam one (1) cannot be reviewed after exam two (2) has been administered). Review of all tests taken by a student at one time will not be allowed;

Test Taking Etiquette

1. Arrive at least 15 minutes early to prepare for the exam so that it may begin on time;
2. All belongings (book bags, books, caps, hats, purses, study guides, beverages, etc.) must be stored at the back of the classroom 10 minutes before the exam, this will allow the exam to begin on time;
3. You are not allowed to wear a cap, hat, or sunglasses during testing situations;
4. The student may have only a pencil during the testing period;
5. After the exam begins, there will be absolutely NO talking;

6. When you are finished with your exam, please submit the test and answer sheet to the proctor and quietly leave the room. **Do not re-enter the classroom until all students have completed the exam;**
7. Leave the classroom area – **DO NOT** congregate outside the classroom door; remain quiet as not to disrupt the classroom area.
8. It is the responsibility of all students to maintain test security. Do not discuss test content in the presence of students who have not tested. Students who have not tested are expected to remove themselves from the area if such conversations occur.

Remediation:

Remediation will be required for students scoring an eighty (80) or fail on any skills check-off or exam.

Remediation will be determined by the Course Instructor with consideration to the student's individual needs. It is the student's responsibility to schedule an appointment with their instructor to complete a Student Action Report and assigned required remediation. Remediation is the responsibility of the student and must be completed by the date assigned.

Attendance:

Regular attendance and consistent study habits are essential to success in college and are expected of all students. Absences are defined as time away from classroom teaching, clinical laboratory, clinical, or clinical simulation of greater than 15 minutes. It is the responsibility of the student to consult with all instructors when an absence occurs. The student will notify the instructor each day the student will not be in attendance for class, lab, or clinical.

To evaluate attainment of course objectives, students are expected to attend and participate in all scheduled classroom/clinical experiences. Failure to meet course objectives, due to lack of attendance, will result in unsatisfactory evaluation, and may result in failure of the course.

Absence Policy:

Absences are defined as time away from classroom teaching, clinical laboratory, clinical, or clinical simulation of greater than 15 minutes;

1. Any absences more than two absences or any class absences in excess of two absences in one semester will be grounds for dismissal.
2. Documentation of an absence must be submitted by the student immediately upon return or prior to if expected absence (*see *Documentation of Student Action Report Form*);
3. If a student is to be absent from class or clinical, the student must notify his/her instructor thirty (30) minutes prior to the start of the scheduled experience. Notification will occur according to instructor through Microsoft TEAMS.

Tardiness:

Students are required to be in the classroom and at clinical on time and remain the full time as scheduled. Excessive tardiness is disruptive to the educational process and may result in disciplinary action. Students who have three (3) tardies in an individual course will be counted as one (1) absence. Due process and the right to appeal will be provided to students' subject to disciplinary action. Details can be found in the Student Handbook.

1. Tardiness: Defined as time away from classroom teaching and/or clinical laboratory/simulation teaching for up to 15 minutes. This includes:
 - a. arriving late in the morning;
 - b. returning late from provided breaks and lunch periods; and
 - c. Leaving early.
2. In order to prevent class disruptions, the course faculty member(s) may prohibit tardy students from entering the classroom or laboratory until the next break occurs.

Student Academic Integrity and Classroom Ethics:

Failure to comply with lawful direction of a classroom instructor is a disruption for all students enrolled in the class.

Cheating violations include, but are not limited to:

- (1) obtaining an examination, classroom activity, or laboratory exercise by stealing or collusion.
- (2) discovering the content of an examination, classroom activity, laboratory exercise, or homework assignment before it is given.
- (3) using an unauthorized source of information during an examination, classroom activity, laboratory exercise, or homework assignment.
- (4) entering an office or building to obtain unfair advantage.
- (5) taking an examination for another person.
- (6) completing a classroom activity, laboratory exercise, homework assignment, or research paper for another person.
- (7) altering grade records.
- (8) using any unauthorized form of electronic communication device during an examination, classroom activity, or laboratory exercise.
- (9) Plagiarism. Plagiarism is the using, stating, offering, or reporting as one's own, an idea, expression, or production of another person without proper credit.
- (10) Students are required to dress in a manner as deemed appropriate for the classroom setting and should not disrupt the learning process.

Disciplinary actions for cheating or plagiarism in any course are at the discretion of the individual instructor. The instructor of that course will file a report with the Director of Nursing and/or the Dean of Students when a student is caught cheating or for plagiarism in the course, whether it be a workforce or academic course. The report shall include the course, instructor, student's name, and the type of cheating involved. Students who are reported for cheating or plagiarism to the Director of Nursing and the Dean of Students more than once shall be disciplined by the Dean. The Dean will notify all involved parties within fourteen days of any action taken.

Student Requirements: General Clinical Rules

Students are permitted one 15-minute break and one half-hour lunch period per clinical day. No Smoking is allowed at clinical sites. No smoking while in clinical attire.

Breaks are limited to 15 minutes. Report to the instructor or staff nurse when leaving and upon returning to the unit. You cannot leave the facility unless specified by the instructor.

Students are not to make personal telephone calls while in clinical area, no cell phones allowed. The student should notify his/her family that in case of emergency, they should page the instructor and the instructor will notify the student.

No chewing gum allowed during clinical.

A student is not to go to units other than the one assigned unless it involves transfer of patients or obtaining supplies or equipment.

Students are not to leave the clinical site for meals, unless specified at the site. It is the student's responsibility to follow hospital policy and procedures. A policy and procedure manual is available on every unit.

Students **may not** perform any procedures not taught in the VN Program. All procedures must be performed under direct supervision of the clinical instructor until clearance has been granted by the clinical instructor to perform the procedure independently.

The student **is not permitted to take a doctor's verbal order**. Instruct the doctor that he/she is not permitted to do so and locate a qualified person to take the order. **The student is not permitted to give information over the phone concerning a patient's condition.**

STUDENTS ARE NOT PERMITTED TO WITNESS ANY LEGAL DOCUMENT.

Dress Code: (Description in detail can be found in the LVN Student Handbook)

Uniforms: Hunter green uniforms are to be professional in appearance, well-fitting, of non-transparent material, non-stained, and well-kept. Students are required to purchase uniform.

Shoes: White professional nursing closed toe and heel shoes or white solid leather athletic shoes may be worn. Shoelaces are to be clean and white. Any symbols or writing on shoes must be minimal. They are to be clean and in good repair.

Socks: Students are to wear white socks. This does not include sport, pom-pom, or other decorative socks.

Identification/Patches: Name tags must be worn on uniforms and lab coats. The name tag should be on the left side of the chest at the top pocket level. A patch signifying the program is to be worn on the 1 ¼" below the left shoulder of all uniforms and lab coats. These patches are to be sewn on the sleeve, not pinned or otherwise fastened. Patches are available at the college bookstore, and name tags will be ordered in class.

In the event that the hospital code differs from the Clarendon College Policy, the student at that facility may be asked to adhere to additional regulations stipulated by the hospital. Nursing faculty and/or administrators reserve the right to disapprove a student's uniform on the basis of its appropriateness and professional appearance.

General Appearance:

Appropriate general hygiene measure should be followed. These measures include daily bathing/showering and use of an effective deodorant or antiperspirant. Breath mints or breath fresheners should be used as needed.

No fragrances (colognes, perfumes) should be worn in clinical setting.

Hair should be clean and neat, and off the collar or tied back (applies to males and females). Men should be clean shaven or have a neatly trimmed beard and/or moustache. Hair must not violate principles of asepsis.

One ring may be worn. No necklaces or bracelets should be worn. One pair of stud earrings may be worn in the ears. All tattoos or body piercing including tongue bars or studs should be covered appropriately. A professional watch, with sweep second hand, and bandage scissors are required for clinical area.

Nails should be neatly manicured and not excessively long. No artificial nails allowed.

Upon completion of patient care assignments, maximize the time available by working on nursing care plans or looking up drugs; spend extra time sitting and talking with (or listening to) your patients; assists others on the unit who need help with their patients; do research about the assigned patient or topic for the clinical objective of the day.

American with Disabilities Act Statement:

In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, any student who feels that he or she may need any special assistance or accommodation because of an impairment or disabling condition should contact the Associate Dean of Enrollment Services at 806-874-4837 / janean.reish@clarendoncollege.edu or visit the Clarendon campus at Clarendon College. It is the policy of Clarendon College to provide reasonable accommodation as required to afford equal educational opportunity. It is the student's responsibility to contact the Associate Dean of Enrollment Services.

Nondiscrimination Policy:

Clarendon College, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, or veteran status. It is the policy of Clarendon College not to discriminate based on gender, age, disability, race, color, religion, marital status, veteran's status, national or ethnic origin, or sexual orientation. Harassment of a student in class, i.e., a pattern of behavior directed

against a particular student with the intent of humiliating or intimidating that student will not be tolerated. The mere expression of one's ideas is not harassment and is fully protected by academic freedom, but personal harassment of individual students is not permitted.

Withdrawal:

If a student decides that they are unable to complete this course or that it will be impossible to complete the course with a passing grade, you may drop the course and receive a "W" on your transcript. Withdrawal must occur on or before the official Withdrawal Date posted by Clarendon College. Withdrawal from a course is a formal procedure that must be initiated by the student. If the student does not go through the formal withdrawal procedure, the student will receive a grade of "F" on their transcript.

Cell Phone Policy, Classroom Etiquette, and Academic Honesty:

See Vocational Nursing Handbook for policies.

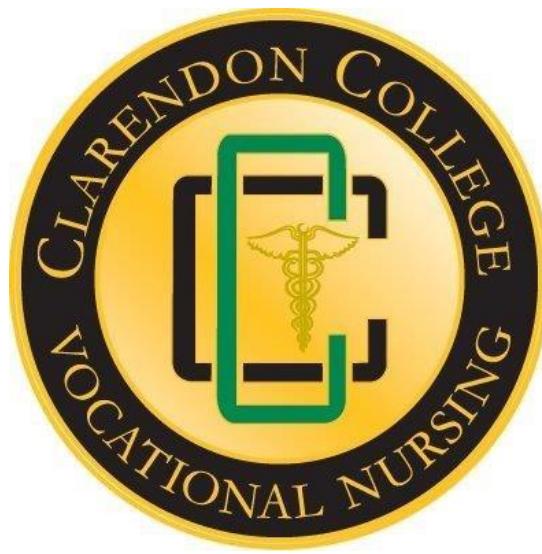
Grievance/Appeals:

If you have a dispute concerning your grade or policies in this class, it is the student's responsibility to contact the instructor to discuss the matter. Should things remain unresolved, please follow the procedures described in the Clarendon College Student Handbook or College Policy Manual.

Student Rights and Responsibilities are listed on the College website at:

<http://www.clarendoncollege.edu/Resources/Student%20Services/StudentRightsResponsibilities.pdf>

For students in this course who may have a criminal background, please be advised that the background could keep you from being licensed by the State of Texas. If you have a question about your background and licensure, please speak with your instructor or the Vice President of Academic Affairs. You also have the right to request a criminal history evaluation letter from the applicable licensing agency.



Weekly Clinical Assignments

All clinical assignments must be completed with legible handwriting and in black ink.

Level 2:

- **Level 2 Weekly Evaluation** – due at the end of the clinical day for the week
 - Students print and fill out name, dates, and assigned position (Nurse/CNA, Facility, and Hall)
- **Head-to-Toe (1 per shift)** – due at post conference
- **2 System Disorder Forms (each including 2 drug cards)** – covering content in Med Surg I Lecture (utilize your ATI book for the week) due at the end of the clinical day for the week



VNSG 1461 Clinical II – System Disorder Form
SYSTEM DISORDER FORM & MEDICATION FORM
GRADING RUBRIC

Name _____ Date _____ Grade _____ Faculty _____

Standards	Outstanding 100	Satisfactory 80	Unsatisfactory 0
Required Fields Input	Complete.	Partially complete.	Incomplete / Not addressed.
Systems Assessment	Data collected is consistent, pertinent, and accurate. No omissions.	Data collected fairly accurate. Minimal omissions.	Data collected is inaccurate or incomplete.
Lab Data	Same as above.	Same as above.	Same as above.
Developmental Level	Assessment appropriate to chronological age / psychosocial development.	Assessment appropriate to chronological age / psychosocial development.	Assessment inappropriate for developmental level.
Analysis of Data:	Consistently differentiates normal from abnormal findings (<5 errors).	Fairly consistent differentiation of normal from abnormal findings (<5 errors).	Inconsistent differentiation of normal from abnormal (>5 errors).
Medication Forms Box Requirements	Identifies two medications to accompany system disorder form and reason for choosing.	Identifies one medication to accompany system disorder form and reason for choosing.	Does not identify any medications to accompany system disorder form and reason for choosing.
Nursing Interventions:	Related to disorder. Appropriate rationales given. Client specific. Correctly identifies 5 or more interventions.	Related to disorder. Appropriate rationales given. Fairly client specific. Identifies 4 interventions.	Not related to disorder. Poor nonexistent rationale. Non-specific. Less than 3 correctly stated interventions.
Presentation of Paper/Format:	Less than 5 errors in spelling, grammar, punctuation. Consistent, accurate use of terminology. Precise language. Legible print, black ink.	Minimal errors 5-6 in spelling, grammar, punctuation. Fairly consistent use of appropriate terminology. Clear language. Legible print, black ink.	Multiple errors (>6) in spelling, grammar, punctuation. Inconsistent use of terminology. Unclear language, illegible.
Pathophysiology	Minimum of 1 full page, hand-written. Maximum of 3 pages. Information is accurate, pertinent, and consistent.	Less than 1 full page, hand-written.	Inconsistent information, less than 1/2 page, hand-written or does not complete pathophysiology.

STUDENT NAME _____

DISORDER/DISEASE PROCESS _____

REVIEW MODULE CHAPTER _____

Erickson's Stage: _____

Alterations in Health (Diagnosis)

Pathophysiology Related to Client Problem

Health Promotion and Disease Prevention

ASSESSMENT

Risk Factors

Expected Findings

Laboratory Tests

Diagnostic Procedures

SAFETY CONSIDERATIONS**PATIENT-CENTERED CARE**

Nursing Care

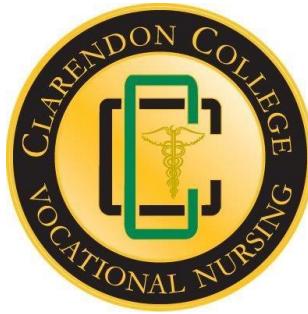
Medications

Client Education

Complications

Therapeutic Procedures

Interprofessional Care



Drug Template Instructions

Medication/Drug Cards/Template - Refer to Drug Card Template and sample below.

Templates must be handwritten.

No late work is accepted unless arrangements are made with the instructor making the assignment beforehand.

List the source you used on your medication template. (This needs to be at the bottom of the page.)

Approved Sources include: Mosby's Drug Guide, Davis Drug Guide, and Epocrates

Information required on Drug Card/Template:

Student Name: Your Name

Drug: Generic and Trade names (Trade name in parenthesis-NCLEX will not use trade names)

Review Chapter Module: Always Clinical – you can put your Pharmacology Chapter here if it would help you

Category Class: Sub-category if appropriate

Purpose of Medication:

Expected Pharmacological Action: Mechanism of action – how does the drug provide its therapeutic effect at the cellular or tissue level?

Therapeutic Uses: (Indications): Medical condition(s) or disease. Why is the medication used?

Complications (Adverse Drug Reactions, Side Effects and Toxicities): list minimum of 6

Medication Administration/Route/ Dosage: Way of administration most suitable for intended use and means of absorption, usual adult dosage

Contraindications/Precautions: list minimum of 4

Nursing Interventions: What interventions and assessments are required with this medication? List minimum of 4.

Interactions: List minimum of 2

Client Education: What would be important for the patient or family to know? Minimum of 2.

Evaluation of Medication Effectiveness: What evaluations are important to monitor effectiveness of medication? Minimum of 2.

STUDENT NAME _____

MEDICATION _____

REVIEW MODULE CHAPTER _____

CATEGORY CLASS _____

PURPOSE OF MEDICATION

Expected Pharmacological Action

Therapeutic Use

Complications

Medication Administration

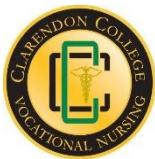
Contraindications/Precautions

Nursing Interventions

Interactions

Client Education

Evaluation of Medication Effectiveness



Clarendon College SVN Nursing Assessment

Student Name: _____ Date: _____ Time: _____

V/S - BP: ____/____, HR: ____, RR: ____ , O₂ Sat: ____%, Temp: ____ & Pain ____

<u>Mental Status:</u>		<u>Genitourinary:</u>	
LOC: <input type="checkbox"/> Alert and Oriented to time, place, & person. <input type="checkbox"/> Drowsy <input type="checkbox"/> Lethargic <input type="checkbox"/> Stuporous <input type="checkbox"/> Coma		<input type="checkbox"/> Normal Voiding <input type="checkbox"/> Catheter <input type="checkbox"/> Genital Discharge or Bleeding	
<u>Pain & Comfort:</u>		<u>Peripheral:</u>	
Pain free & able to rest.		Peripheral Pulses Present in all Extremities	
Verbalizes Pain Intensity on 0/10 scale.		Capillary Refill <3 Seconds	
 <input type="checkbox"/> PCA <input type="checkbox"/> Epidural <input type="checkbox"/> N/A		Strength Equal and Strong: <input type="checkbox"/> Hands <input type="checkbox"/> Feet Moves all Extremities Well – Normal ROM No Numbness or Tingling No Redness, Heat, or Edema in Calves No Edema Present <input type="checkbox"/> Edema Present Hair Present	
<u>Head & Neck:</u>		<u>Integumentary:</u>	
Pupil Reaction R: ____ mm L: ____ mm		Color within Normal Limits	
Vision Clear		Skin Temperature Warm and Dry	
Speech Clear		Skin Turgor Elastic	
Mucous Membranes Pink and Moist		Nail Beds Pink <input type="checkbox"/> Discoloration <input type="checkbox"/> Thickened	
No JVD			
No Pulsations in Neck			
Trachea Midline			
<u>Lungs:</u>			
Breath Sounds Clear Bilaterally			
No Retractions or Use of Accessory Muscle			
No Cough			
<input type="checkbox"/> Oxygen at ____ L/Min <input type="checkbox"/> N/C <input type="checkbox"/> Mask <input type="checkbox"/> Non-Rebreather <input type="checkbox"/> Venturi <input type="checkbox"/> Trach <input type="checkbox"/> Ventilator <input type="checkbox"/> Bi-Pap <input type="checkbox"/> Room Air			
<input type="checkbox"/> Chest Tube <input type="checkbox"/> N/A		<u>IV Infusing:</u>	
<u>Heart:</u>		<input type="checkbox"/> Peripheral <input type="checkbox"/> Central Line Location: _____ Gauge: _____ Rate: _____ <input type="checkbox"/> Saline Lock <input type="checkbox"/> Hep Lock <input type="checkbox"/> Dressing Clean Dry & Intact	
Heart Sounds Normal			
Heart Rate and Rhythm Regular			
Apical Rate: _____			
<input type="checkbox"/> Pacemaker <input type="checkbox"/> ICD <input type="checkbox"/> N/A		<u>Notes:</u> (Key: Initial if Normal * if Abnormal)	
<u>Abdomen:</u>			
Soft and Non-Distended			
Non-Tender			
Bowel Sounds Present in All Quadrants			
No Ostomy			
Last BM: _____			
Consistency: _____			
No Constipation or Diarrhea			
No Nausea or Emesis			
<input type="checkbox"/> Feeding Tubes/Drains <input type="checkbox"/> N/A			

Key:
XX: Amputation
A: Abrasions
B: Burns
C: Contusion
D: Deformity
E: Erythema
H: Hematoma
I: Incision
IV: IV Access
L: Lacerations
P: Petechiae
R: Rash
S: Scar
T: Tattoo
X: Piercing
W: Wound



Unleash your potential!



Clarendon College Vocational Nursing Program

Weekly Evaluation Level 2

Student Printed Name:		Date /	Date /	Date /	Weekly Avg	Comments
1 PROVIDER OF CARE	50 pts					/ / Assigned to _____ to _____ for _____.
A. Assessment, determining healthcare needs, documentation	(+10)					
B. Implements plan of care within legal/ethical parameters Including safe/effective environments, promote rehabilitation, prevent transmission of infection, emergency intervention, patient right's, safely perform skills	(+10)					
C. Implement established teaching plan with supervision	(+10)					
D. Identifies, Prioritizes, Implements, Evaluates, Patient Teaching	(+10)					
E. Reporting and documentation	(+10)					
2 COORDINATOR OF CARE	25 pts					
A. Follow and establish protocol and policies	(+15)					
B. Provide Nursing Care within limits of nursing knowledge,	(+10)					
3 Member of the Profession	20 pts					/ / Assigned to _____ to _____ for _____.
A. Critique self to improve nursing practice, promote behaviors to promote positive image Report unsafe client care/abuse/neglect to instructor. Professional and courteous at all times	(+20)					
4 Excellence in Clinical Performance	5 pts					
A. Compliment from faculty at clinical site						
B. Acknowledgment from faculty, client, or guest from clinical site						
Daily Grade						
Deductions/Additions to Weekly Average						
Promptness	-30					
Dress Code	-30					
Weekly Clinical Grade						
Initials						

Student Signature

Printed Name

Date

ABSENCE IS A ZERO FOR THAT CLINICAL DAY
Faculty Signatures