



**CLARENDON COLLEGE
PROFESIONAL NURSING PROGRAM
RNSG 2263 - CLINICAL PROFESSIONAL NURSING: LEADERSHIP & MANAGEMENT**

Division of Workforce:

Course: RNSG 2263 - Clinical Professional Nursing: Leadership & Management

Credit Hours: 2 Hours

Semester: Spring 2025

Classroom Location:

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

Phone: (806) 665-8801 Pampa

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

Phone: (940) 937-2201 Childress

Instructors:

Pampa Campus: Amy Claybo, RN, BSN

Office Location: Auvenshine Bldg. 1601 W. Kentucky Ave., Pampa, TX 79065

Phone: (806) 665-8801 ext. 137

Email: amy.claybo@clarendoncollege.edu

Childress Campus: Emily Hassell, RN, BSN

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

Phone: (940) 937-2201

Email: emily.hassell@clarendoncollege.edu

Office Hours: As posted or by appointment.

Clarendon College COVID-19 Updates: Please click the following link to become informed about our campus responses to COVID-19: <https://www.clarendoncollege.edu/CoronavirusUpdate>

Course Description:

Exploration of leadership and management principles applicable to the roles of the professional nurse. Includes application of knowledge, judgment, skills, and professional values within a legal/ethical framework. Examine the factors impacting nursing and healthcare.

Statement of Purpose:

RNSG 2263 Clinical Professional Nursing: Leadership & Management partially satisfies the requirement for the Associate Degree Program at Clarendon College.

Prerequisites or Co-Requisite(s):

Completion of all Level III courses.

Co-requisite(s): RNSG 2221 Professional Nursing: Leadership and Management

Clinical Objectives:

Upon completion of this course, the student will:

1. Demonstrate entry-level competence in professional nursing practice in caring for clients with multiple and/or complex unmet human needs.
2. Identify the impact of multiple and/or complex unmet human needs on the client.
3. Provide care that reflects awareness of cultural, religious and spiritual diversity.
4. Apply evidence-based practice research as a basis for nursing practice.
5. Collaborate with the client and other health care providers in the planning and delivery of care.
6. Apply appropriate leadership and management concepts in helping health care providers implement the care plan, including case management.
7. Discuss the models of health care delivery in use at selected clinical settings.
8. Demonstrate fiscal accountability for health care.
9. Identify effectiveness of complementary/alternative as well as traditional therapies.

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 prohibited by students unless the faculty grants previous permission. 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 reserves 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):

1. Prioritize the roles of the professional nurse in the provision of care for adult patients, families, and community-based nursing.
2. Design and evaluate care for adult patients and families with advanced health care needs.

Course Outcomes: (DEC):

The Differentiated Essential Competencies (DEC) are fully integrated throughout the curriculum for the Professional Nursing student. The DEC relates to the entry level behaviors each student will acquire as they relate to the working world and the competencies required by the Texas Board of Nursing.

Learning Outcomes:

Upon completion of the Professional Nursing: Leadership and Management course, the student will:

I. Member of the Profession:

- A. Function within the nurse's legal scope of practice 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. Participate in activities that promote the development and practice of professional 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 diploma or associate degree nursing program of study and evidenced-based practice outcomes as a basis for decision-making in nursing practice.
- B. Determine the physical and mental health status, needs, and preferences influenced by culture, spirituality, ethnicity, identity, and social diversity of patients and their families, and the interpretation of comprehensive health assessment findings compared with evidence-based health data derived from the diploma or associate degree nursing program of study.
- C. Analyze comprehensive assessment data to identify problems, formulate goals/outcomes, and develop plans of care for patients and their families using information from evidence-based practice in collaboration with patients, their families, and the interdisciplinary health care team.
- D. Provide safe, compassionate, comprehensive nursing care to patients and their families through many health care services.
- E. Implement the plan of care for patients and their families with legal, ethical, and regulatory parameters and in consideration of disease prevention, wellness, and promotion of healthy lifestyles.
- F. Evaluate and report patient outcomes and responses to therapeutic interventions in comparison to benchmarks from evidence-based practice, and plan follow-up nursing care.
- G. Develop, implement, and evaluate teaching plans for patients and their families to address health promotion, maintenance, and restoration.
- H. Coordinate human, information, and physical resources in providing care for 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. Formulate goals and outcomes using evidence-based data 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 and delegate tasks that consider patient safety and organizational policy.

IV. Member of the Health Care Team:

- A. Coordinate, collaborate, and communicate in a timely manner with patients, their families, and the interdisciplinary health care team to plan, deliver, and evaluate patient-centered care.

- B. Serve as a health care advocate in monitoring and promoting quality and access to health care for patients and their families.
- C. Refer patients and their families to resources that facilitate continuity of care; health promotion, maintenance, and restoration; and ensure confidentiality.
- D. Communicate and manage information using technology to support decision-making to improve patient care.
- E. Assign and/or delegate nursing activities to other members of the health care team based upon an analysis of patient or workplace need.
- F. Supervise nursing care provided by others for whom the nurse is responsible by using evidence-based nursing practice.
- G. Participate with health care teams during local or global health emergencies or pandemics to promote health and safety and prevent disease.



Texas Board of Nursing, (2021, January). *Differentiated Essential Competencies (DECs) of Graduates of Texas Nursing Programs Evidenced by Knowledge, Clinical Judgments, and Behaviors*. Retrieved from https://www.bon.texas.gov/pdfs/publication_pdfs/Differentiated%20Essential%20Competencies%202021.pdf

Program: Professional Nursing Education				Credential: AAS	
Competencies				Course ID	Course Title
1	2	3	4		
A – Knowledge: 1abc, 2, 3, & 4 A – Clinical Judgement and Behaviors: 1, 2, & 3ab B – Knowledge: 1abcde, 2ab, 3, 4, 5, 6ab, 7abc, & 8 B – Clinical Judgement and Behaviors: 1, 2abc, 3abc, 4abc,	A – Knowledge: 1ab, 2abc, 3, & 4 A – Clinical Judgement and Behaviors: 1, 2abc, 3 & 4 B – Knowledge: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, & 12 B – Clinical Judgement and Behaviors: 1, 2, 3, 4, 5, 6, 7, 8, & 9	A – Knowledge: 1, 2, 3, 4, 5, & 6 A – Clinical Judgement and Behaviors: 1, 2, 3, 4, 5, & 6 B – Knowledge: 1, 2, 3abc, 4, & 5 B – Clinical Judgement and Behaviors: 1, 2, 3ab, 4, 5, 6, 7, 8, & 9	A – Knowledge: 1ab, 2, 3ab, 4ab, & 5ab A – Clinical Judgement and Behaviors: 1, 2ab, & 3 B – Knowledge: 1ab, 2ab, 3ab, & 4 B – Clinical Judgement and Behaviors: 1ab, 2, 3abc, 4ab, & 5ab C –	RNSG 2263	Clinical (Leadership and Management)

5abc, 6abc, 7, 8, 9, & 10	C – Knowledge: 1ab, 2ab, 3, 4ab, 5, 6, 7, & 8 C – Clinical Judgement and Behaviors: 1, 2, 3ab, 4, 5, 6, & 7 D – Knowledge: 1abcde, 2, 3ab, 4abc, & 5ab D – Clinical Judgement and Behaviors: 1, 2abcd, 3abc, & 4 E – Knowledge: 1ab, 2, 3ab, 4ab, 5, 6ab, 7, 8, 9, 10, 11abc, 12, & 13 E – Clinical Judgement and Behaviors: 1, 2abc, 3ab, 4, 5ab, 6abcd, 7abc, 8, 9, 10, 11, 12ab, &13 F – Knowledge: 1, 2, & 3 F – Clinical Judgement and Behaviors: 1abc, 2ab, 3ab, 4, 5abc, & 6 G – Knowledge: 1ab, 2ab, & 3ab G – Clinical Judgement and Behaviors: 1, 2ab, 3, 4, 5ab, 6, & 7 H – Knowledge: 1, 2, 3abc, 4ab, 5, 6, & 7 H – Clinical Judgement and Behaviors: 1, 2ab, 3, 4, 5ab, & 6	C – Knowledge : 1 & 2 C – Clinical Judgement and Behaviors: 1, 2ab, & 3 D – Knowledge: 1abc D – Clinical Judgement and Behaviors: 1, 2, & 3 E – Knowledge: 1abc & 2 E – Clinical Judgement and Behaviors: 1, 2, 3, & 4 F – Knowledge : 1abc & 2 F – Clinical Judgement and Behaviors: 1, 2, & 3ab	Knowledge: 1, 2, 3, 4ab, 5, 6, 7, & 8 C – Clinical Judgement and Behaviors: 1abc, 2abc, 3ab, & 4 D – Knowledge: 1ab, 2, & 3 D – Clinical Judgement and Behaviors: 1abcd, 2abc, 3abc, & 4 E – Knowledge: 1, 2abcde, 3, & 4ab E – Clinical Judgement and Behaviors: 1abc, 2abc, & 3ab F – Knowledge: 1, 2, 3abc, & 4ab F – Clinical Judgement and Behaviors: 1, 2, 3ab, & 4ab G – Knowledge: 1, 2ab, 3, & 4 G – Clinical Judgement and Behaviors: 1, 2, 3, & 4		
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.

Texas Higher Education Coordinating Board: (THECB):

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:

Collins, S. (2022). *Intravenous medications a handbook for nurses and health professionals* (40th ed.). Elsevier. ISBN: 9780443118838

Mosby's Pocket dictionary of medicine, nursing & health, (9th ed.). Elsevier. ISBN: 9780323832915

Ogden, S. J., & Fluharty, L. (2022). *Calculation of drug dosages: A work text* (12th ed.). Elsevier. ISBN: 978-0-323-82622-8

Pagana, K. D., Pagana, T. J., & Pagana, T.N. (2021). *Mosby's manual of diagnostic and laboratory tests*, (7th ed.). Elsevier. ISBN 978-0-323-69703-3

Skidmore-Roth, L. (2022). *Mosby's 2022 nursing drug reference* (37th ed.). Elsevier. ISBN: 9780443118906

Sole, M. L., Klein, D. G., & Moseley, M. J. (2020). *Introduction to critical care nursing* (9th ed.). Elsevier. ISBN: 9780443110368

Other Relevant Materials:

Pens, pencils, paper, highlighters, laptop, ATI, Nurse Practice Act, Scantron answer sheets, Nurse Practice Act, and Scope of Practice.

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.

Teaching Strategies:

This clinical is designed to develop professional responsibility, accountability, and effective communication.

Students will attend mandatory clinical simulation as assigned by the clinical instructor. Working night shifts before a scheduled class day is not acceptable. Students should never schedule a shift during scheduled class time.

Requirements and Evaluation Methods:

Clinical Performance Evaluation 50%: This consists of a compilation of evaluative findings of the weekly evaluations by the preceptor, and the course expectations achieved as noted on the Clinical Performance Evaluation Tool, and Weekly Clinical Reflective Journals. Students must use APA format for all in-text references and bibliographic citations. Assignments include Resume (See Rubric) = 25%, and Clinical Reflective Journal = 25%.

Assignments 50%: Assignments are due on the designated date and time. Ten (10) points per day (school working days and business days count – weekends do not count) will be deducted for late papers. Students must use APA format for all in-text references and bibliographic citations.

Note: Students must pass both the written clinical assignments and the clinical performance requirements in order to pass the course.

Grading Scale:

The following Clarendon College Nursing grading scale will be used to compute grades for this course.

KEY TO GRADING CLINICAL PERFORMANCE

4 = “E” – Consistently exceeds criterion

3 = “S” – Satisfactorily meets criterion

2 = “MM” – Minimally meets criterion

1 = “N” – Needs marked improvement

0 = “U” – Unsatisfactory

All “needs improvement” and “unsatisfactory” areas must have documentation.

Student Score 198 or >	A = 90 – 100
Student Score 179 - 197	B = 81 – 89
Student Score 172 - 178	C = 78 – 80
Student Score 150 - 171	D = 68 – 77
Student Score 149	F = <68
MAXIMUM SCORE POSSIBLE = 220	

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 average of 78% or greater. Students not attaining a average of 78% or greater will not pass the course. Students must achieve a final overall course grade of 78% to pass any RNSG course in the nursing program. Each 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.

NOTE: Final course grades will be lowered one point for each occurrence for the following:

- **Failure to follow the Uniform Dress Code Policy**
- **Absence/Tardiness for Clinical/Simulation/Seminar**
- **Clinical paperwork not turned in on the designated date/time**

Professional Behavior:

Students are expected to exhibit the following minimum professional behaviors:

1. Protect confidentiality of the client.
2. Respect the property of clients and agencies.
3. Responsibility for own actions, i.e., promptness, notifying agencies and instructor of unavoidable absences, making adequate preparation for patient care, reporting errors for corrective action, etc.
4. Responsibility for obtaining needed knowledge, skills, and learning experiences through appropriate channels.
5. Responsibility for professional attitude, behavior and appearance in the practicum setting.
6. Accountability by abiding by appropriate policies and procedures of the agencies, and Clarendon College.
7. Accountability by adhering to the Code of Ethics of the American Nurses' Association.

Please note that unsafe practice places the client, the preceptor, and the agency at risk. **If a student is deemed unsafe in the clinical setting, he/she will be removed at the discretion of the preceptor, agency administration and/or the clinical instructor.** The student must comply. Penalties for removal from the clinical site may range from counting the day as an absence up to withdrawal failing from the course.

Examples of unsafe behaviors may consist of but are not limited to:

1. Being unprepared to provide safe patient care either through lack of knowledge, substance impairment, personal appearance, unprofessional conduct and/or attitude
2. Overstepping boundaries such as performing a task the student is not prepared to do
3. Noncompliance with school or agency policies.

Attendance:

Clarendon College believes that the greatest single predictor of student success is attendance! It is also the student's responsibility to consult with all instructors when an absence occurs. Regular attendance and consistent study habits are essential to success in college and are expected of all students. Absenteeism and tardiness interfere with the learning process and may contribute to academic failure.

- The responsibility for completing course requirements lies with the student.
- No absence negates the student's responsibility for completing all assigned work and completing the course objectives.
- Tardiness is defined as arriving any time after the posted start time of a class, lab, or clinical and is based on the cell phone clock.
- Habitual tardiness to class, lab, or clinical will be addressed as classroom disruption and students will be counseled.

- Instructors keep an accurate record of attendance and will counsel students regarding the importance of attendance.
- A pattern of absenteeism or tardiness is considered unprofessional behavior. Professional nurses are responsible for the care of vulnerable populations and need to demonstrate responsible, accountable, and honest behavior.
- 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 an unsatisfactory evaluation, and may result in failure of the course.
- The student will notify the instructor **each day** the student will **not** be in attendance for class, lab, or clinical.
- The student will also notify the clinical coordinator each day the student will not be in attendance or late for clinical.

"**No-call, no-show**" behavior exists when a student does not report for clinical at the designated time and fails to contact the instructor within one hour. After one incident in any scheduled clinical, the student will be placed on probation. The second "**No call, no show**" incident will be grounds for dismissal from the Nursing Program.

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 or any class absences over two 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 absent from class or clinical, they must notify their instructor thirty (30) minutes before the start of the scheduled experience. Notification will occur according to instructor through Microsoft TEAMS.
 - Any clinical absences over two in one semester will be grounds for dismissal.
 - Each clinical absence will require the student to complete all assignments required by instructor to make up clinical hours; which may include clinical make-up days, case studies, virtual excursions, research papers and/or other assignments accepted by the Texas Board of Nursing.
 - Documentation of an absence must be submitted by the student immediately upon return or prior to if expected absence. It is the student's responsibility to complete the form with either the clinical instructor or clinical coordinator.
 - If a student is absent from a clinical, they must notify the clinical instructor and coordinator 30 minutes before the clinical experience starts. Notification shall be by either a phone call or text. When notification of absence is the day of clinical, an email is not accepted as notification.
 - The student may be asked to also notify the approved designated person assigned to if precepted to a clinical agency, such as the charge nurse. The student should obtain the name, title and time of notification to the person that he/she speaks with when calling in absent to clinical.

Tardiness:

Students are required to be in the classroom and at clinical on time and remain 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 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 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 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 deemed appropriate for the classroom setting and should not disrupt the learning process.

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Course Requirement:

The clinical rotation for this course requires 128 total hours. All 128 hours are mandatory hours. To optimize learning, the student will not be allowed to work more than 40 hours in a seven-day period. ALL SCHEDULES ARE SUBJECT TO THE APPROVAL OF THE FACULTY PRIOR TO IMPLEMENTATION. A student who misses a clinical day must reschedule for it and complete any make-up work approved by the Texas Board of Nursing. A student is expected to immediately notify the clinical instructor and clinical coordinator for arrangements to be made for clinical or simulation make-up. If a student cannot meet the required hours within the clinical rotation, they may receive an INCOMPLETE for the course and may not be eligible for graduation.

The established clinical schedule is to be adhered to by each student. If for some reason a change must be made because of student illness, death in the family, or a preceptor-initiated change, the student must advise the clinical instructor prior to the start of the clinical shift via phone and with a Clarendon College e-mail follow-up (text

messaging, per instructor preference). Notice must be given to your clinical instructor and the clinical coordinator. The notice of change must be made prior to the start of the assigned shift or will be considered a “no call, no show.”

Inclement Weather:

Students are expected to exercise good judgment in determining whether to attend class or clinical during inclement weather. Students must promptly notify their clinical instructor if unable to get to class or to clinical or if going to be delayed. **Students will be counted absent unless Clarendon College is officially closed.** Official closings are announced on radio and television stations. A taped message will be placed on the Clarendon College Hotline 806-874-4850 and on the college web page at www.clarendoncollege.edu.

When school is cancelled, closes early, or closes after the beginning of the clinical day, faculty will decide the best plan to provide safe travel and ensure safe patient care. If Clarendon College delays classes, students are to follow the directions from their clinical instructor.

Students should follow the weather advisory for the community in which they reside. If the community school is delayed or closed, then the student should notify the instructor class or clinical and come to class or clinical when it is safe. **Students will make up missed time as per policy.**

Dosage Calculation Exam:

Students must demonstrate dosage calculation proficiency by passing a dosage calculations exam with a score of 100% prior to beginning each clinical course and prior to administration of any medications in the clinical setting. According to the following criteria, students will have two (2) opportunities to demonstrate dosage calculation proficiency:

1. **First attempt: less than passing score**
 - a. The student must meet with the clinical instructor for a formal conference; the faculty member will identify criteria for meeting the requirements for dosage calculation proficiency and document on a Student Action Form (SAR).
 - b. The student will retest at a specified date and time.
2. **Second attempt: less than passing score**
 - a. The student must meet with the instructor and Program Director for a formal conference.
 - b. The Program Director will withdraw the student from the course/program. If the withdrawal occurs after the official college date for withdrawal, the student will receive a grade of “W.”
3. Failure to keep an appointment for a dosage calculation proficiency exam will be considered an unsuccessful attempt.

Limitations for Medication Administration:

IV Solutions: The clinical instructor or a registered nurse (RN) must supervise each student when administering an IV solution or when starting an IV.

IV Piggyback and IV Push Medications: These medications may be administered by the student under direct supervision of the clinical instructor or staff RN.

IV Magnesium Sulfate: Students may not administer Magnesium Sulfate to an ante partum patient, or to cardiac patients. Students may observe the RN administering these medications.

IV Oxytocin: Students may not administer Oxytocin. Students may observe the RN administering this medication.

IV Chemotherapy: These medications may not be administered by students.

Experimental Drugs: Students may not administer experimental drugs of any sort.

Blood Transfusion: Students may start the IV with normal saline but may not start the blood or blood products. Students may observe the RN when initiating the blood or blood products.

Disposal of Narcotics: Students are not allowed to witness the disposal of narcotics.

Additional Limitations:

Phone and Verbal Orders: Students may not receive phone or verbal orders from physicians, residents, interns, nurse practitioners, physician’s assistants, medical students or others. *Students may carry out only written orders.*

Routine/Standing Orders: Students may not use routine orders unless the registered nurse transfers the order to the chart and signs appropriately. Students may carry out only written orders.

Permits/Witness: Associate Degree Nursing students are not allowed to witness any legal forms such as Wills, Operative Permits, Do Not Resuscitate, Advanced Directives, Consent for Treatment, or any agency consent forms while in the student role.

Academic Honesty:

Clarendon College is committed to a philosophy of honesty and academic integrity. It is the responsibility of all members of the Clarendon College community to maintain academic integrity at Clarendon College by refusing to participate in or tolerate academic dishonesty. Any act of academic dishonesty will be regarded by the faculty and administration as a serious offense.

Academic dishonesty, or assisting another to submit dishonest work, will result in disciplinary action up to and including suspension from the Professional Nursing Program and/or Clarendon College. Students are responsible for reporting known acts of academic dishonesty to a faculty member or the Program Director. Any student with knowledge of a violation who fails to report it shall himself/herself be in violation and shall be considered to have committed an act of academic dishonesty. *See the Clarendon College Student Handbook for further information.*

Unsafe, unprofessional, discriminatory, dishonest, disruptive, threatening, or coercive conduct will result in disciplinary action. This may include probation or suspension from one or more concurrent courses, termination from the program, or suspension from Clarendon College. Other examples of dishonesty in nursing include falsifying or fabricating records or reports (vital signs, medications, procedures, date/observations, etc.) and caring for clients when inadequately prepared. These actions lower professional standards and adversely affect nursing's professional and public image. Negligent or dangerous clinical practice, which puts client safety at risk, can also lead to legal action against the nurse and the institution.

Clinical Discipline:

Clinical discipline is based on the student's performance in relationship to course objectives, expected behaviors, and attitudes consistent with those of a professional nurse. A student who demonstrates unprofessional conduct and/or professional misconduct will be notified by the faculty member of such behavior. The faculty member will counsel the student, document the occurrence of the behaviors in writing and place the documentation in the student's file. The student may respond in writing to the faculty member's findings and/or submit written documentation relevant to the behavior. Depending on the behavior, the faculty member, in consultation with the Program Director, may place the student on clinical probation or ask them to withdraw from the course and/or program before the end of a semester.

A *Notice of Clinical Discipline* form is used to document student clinical performance issues leading to probation. The faculty member(s) meet jointly with the Program Director and student to negotiate a contract and timeframe for student improvement. Probation stipulations will be decided at the time of the meeting. If the student demonstrates satisfactory progress in improving performance and meets the course objectives, the faculty will remove the probationary status at the end of the agreed timeframe. Failure to meet the requirements of probation will result in clinical failure. During that time the student must meet contract goals and all clinical objectives. The original *Notice of Clinical Discipline* form is placed in the student's file in the nursing office. The student will receive a copy of the signed form.

STUDENT UNIFORM DRESS CODE

Clinical Uniforms:

Clinical faculty members have the right to approve the student's clinical uniform. If the faculty member finds any part of the uniform unacceptable, the nursing student may be asked to leave the clinical area. Clinical agencies also have the right to refuse the placement of a student who is inappropriately attired or who exhibits inappropriate behavior.

Students may not wear any Clarendon College Student Nurse identification or uniform except while in the student nurse's role. All students are always representatives of Clarendon College and the Professional Nursing Program. Each student should be mindful of his/her cleanliness and appearance, especially when in clinical and other times assigned as a Clarendon College representative. Students must demonstrate appropriate attention to personal hygiene habits.

The designated Professional Nursing Program uniform shall be worn during all clinical experiences assigned by nursing faculty.

Uniforms: – As defined by the Program Director

- A. White, black or green long-sleeved T-shirt (required for students with visible body art).
 - a. White, unadorned socks.
 - a. All leather – protective shoes (Fully enclosed shoes: shall be worn with the Professional Nursing Uniform (**protective**: does not allow penetration of fluids). No color insignias allowed. NO mesh, NO clogs, NO crocks, or NO canvas shoes permitted.
 - b. Alternate uniform/conservative professional street clothes may be required by some agencies instead of a uniform.
 - c. Jewelry: The following jewelry may be worn with the student uniform:
 - 1. Wedding bands can be worn in the clinical site. Students are encouraged to wear plain wedding bands.
 - 2. Earrings must be small and discreet, with only one small stud in each ear lobe.
 - 3. Watch must include a sweep-second hand.
 - 4. No chains, necklaces, dangling earrings, bracelets, nose eyebrow, lip, or tongue piercings, etc., are allowed.

Uniform Level Badge:

The Clarendon College Professional Nursing Level Badge shall be worn by all professional nursing students in official uniform. ID holders must be simple devices without any logos. IDs shall be worn in a face-forward position and secured on the left upper chest area. The badge must be securely attached to the Student ID badge and must be worn at all clinical facilities unless specifically told to remove badge by the clinical instructor or clinical coordinator.

Required Equipment:

- Bandage scissors
- Watch with a sweep second hand
- Stethoscope with bell & diaphragm capabilities
- Penlight
- Student ID – Clarendon College student ID is designed to be seen by nursing staff, physicians, patients, etc.

Unacceptable Clothing:

Languages/pictures/alcohol or drug-related wording or other items of such nature on clothing are strictly prohibited. No provocative attire is allowed (such as mini-skirts, sheer blouses, and short-shorts). Cigarettes or other tobacco products are not carried in uniform pockets, equipment pouches, or other areas of the uniform during clinical assignments.

Unacceptable clothes for alternate uniforms include:

Jeans, Capri pants, shorts, halters, sundresses, tank tops, sweat shirts, muscle shirts, crop tops, swim suits, t-shirts with advertising or pictures, or mini-skirts;
Wrinkled, dirty, dingy, or tattered, clothing or shoes;
Shoes with adorned socks or hose;
Flip-flops, crocks, or clogs;

Personal Appearance:

Hair:

Hair must be well groomed and restrained from face. The hair must be arranged so that it does not fall below the bottom of the collar (*males and females*). If hair combs or pins are used to secure the hair, they must be plain. The hair should be a natural hair color and style; it should be neat, tailored, and well controlled without hair ornaments. Beard must be well-groomed.

Nails:

Artificial nails are *strictly prohibited*. Artificial fingernails or permanent/semi-permanent nail decorations are not to be worn in any clinical areas where client contact will take place. Nails must be well groomed and cannot extend beyond the length of the fingertips. Only clear or pale nail polish is acceptable and must not be chipped. No gel or shellac polish is allowed.

Jewelry:

Students are to wear a conservative watch with sweep-second hand. Wedding or engagement band may be worn (no protruding stone). Student may wear a class ring. Students may wear one pair of earrings, preferably small gold, silver or diamond studs.

Miscellaneous:

Tattoos and Body Piercing: The student will be obligated to follow the policies of the clinical facility regarding body art, jewelry, etc. Tattoos must not be visible while in the clinical setting. No visible body jewelry may be worn by students with piercings except for earrings in ear lobes. Tattoos shall be covered. Tongue rings are not acceptable. If a student has ear gauging/tunneling, the **only accepted option** is to wear "hider" plugs, which are flesh-colored and typically made of silicone, during all clinical practicums and labs.

No perfume, body lotions, or aftershave are to be worn in the clinical setting.
No chewing gum or tobacco;

Blood and/or Body Fluid Exposure Guidelines:

Students are to adhere to Standard Precautions and OSHA blood-borne pathogen standards. Students will follow standard precaution guidelines outlined by the Centers for Disease Control and clinical agency policies. This includes safe handling and disposing of sharps and contaminated material, and adherence to agency exposure policies including use of Personal Protective Equipment (PPEs), and timely reporting of exposure incidents. If stuck with a needle or sharp object or exposed to blood or body fluids during clinical or alternative activities, report the occurrence immediately to the clinical instructor or preceptor and comply with the agency exposure procedures. Each student is responsible for all medical follow-up treatment (at the student's expense) if he/she is exposed to blood-borne pathogens.

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.

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.

Cell Phone Policy, Classroom Etiquette, and Academic Honesty:

See Nursing Handbook for policies.

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.

CLARENDON COLLEGE

ASSOCIATE DEGREE NURSING PROGRAM

CLINICAL FORMS

**Clarendon College
ADN Nursing Program
Clinical Documentation Template**

NAME:

PATIENT INITIALS:	DATE:	TIME: to																																																															
CLINICAL LOCATION:	AGE:	GENDER:																																																															
SUBJECTIVE																																																																	
MEDICAL DIAGNOSES: 1. 2. 3.																																																																	
CC: (The patient's description of what is wrong.)																																																																	
NURSING DIAGNOSES: 1. 2. 3.																																																																	
HPI:																																																																	
Medications (include trade/generic names, dose, normal dose range, category, indications, common adverse effects, warnings. <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 15%;">Trade/generic</th> <th style="width: 15%;">Dose</th> <th style="width: 15%;">Dose range</th> <th style="width: 15%;">Category</th> <th style="width: 15%;">Indication</th> <th style="width: 15%;">Goal</th> <th style="width: 20%;">Adverse effect / warnings</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table>			Trade/generic	Dose	Dose range	Category	Indication	Goal	Adverse effect / warnings																																																								
Trade/generic	Dose	Dose range	Category	Indication	Goal	Adverse effect / warnings																																																											
PMH: Allergies: Medication Intolerances: Other Chronic Illnesses/Major Traumas: Hospitalizations/Surgeries:																																																																	
Family History:																																																																	

CMP

Cardiac Enzymes

CRP

UA

C&S

Other

Radiological and Other Tests and Relevant Results –

NURSING NOTES (include time and signature of at least three full entries)

CARE PLANS:

NURSING DIAGNOSIS 1 –

Related to:

As evidenced by:

GOALS –

- 1.
- 2.

INTERVENTIONS –

- 1.
- 2.
- 3.
- 4.

ASSESSMENT OF GOAL ACHIEVEMENT -

NURSING DIAGNOSIS 2 –

Related to:

As evidenced by:

GOALS –

- 1.

2. INTERVENTIONS – 1. 2. 3. 4. ASSESSMENT OF GOAL ACHIEVEMENT -
NURSING DIAGNOSIS 3 – Related to: As evidenced by: GOALS – 1. 2. INTERVENTIONS – 1. 2. 3. 4. ASSESSMENT OF GOAL ACHIEVEMENT -
PATHOPHYSIOLOGY: (Include information about <u>each</u> of the patient's medical diagnoses, how diseases are interrelated with symptoms and how they affect each other, what risk factors the patient has or may develop, how the patient's history contributes to the disease processes, how medical treatment can or does affect the disease processes, etc. Does the patient's compliance affect his state of health?)
NORMAL CARE AND SAFETY:
MEDICATIONS, IVs, THERAPIES:
IV – (Location, gauge, lock/fluid, rate, patency, etc.) MEDICATIONS PRESCRIBED FOR SHIFT: (name, dose, route, frequency, indication, goal) OTHER THERAPIES:
DISCHARGE PLANNING:
Home safety – Caregiver / support –

Financial considerations –
Instructions / follow-up appointments –

[illegible]

CLINICAL ORGANIZATIONAL WORKSHEET FOR ANALYSIS & DECISION-MAKING

STUDENT NAME		PRECEPTING NURSE NAME	
DATE	SHIFT		LOCATION
PATIENT INITIALS	AGE	GENDER	CODE STATUS
CASE MANAGEMENT		REPORT INFORMATION	
Patient Education: Resources / Referrals: 			
CHAIN OF COMMAND THIS SHIFT			

PRIORITIES OF CARE	Identify Possible Complications
1	
2	
3	
CLINICAL JUDGMENT(S):	
CLINICAL INQUIRY - What is the best practice for _____?	

**Clarendon College
ADN Nursing Program
Clinical/Preceptor Evaluation of Student**

Student: _____ **Unit:** _____ **Date:** _____

Student Competencies: Please evaluate student performance based on the following criteria:

0: Not observed

3: Satisfactorily meets criterion

1: Needs marked improvement

4: Consistently exceeds criterion

2: Minimally meets criterion

Criterion	N/O Not observed	0. Needs marked improvement	1. Minimally meets criterion	2. Satisfactorily meets criterion	3. Consistently exceeds criterion	Comments
1 Asks appropriate questions.						
2 Actively seeks learning opportunities.						
3 Performs needed skills, safely, and competently.						
4 Collaborates with preceptor and other members of the health care team.						
5 Establishes an interactive relationship with patient and family.						
6 Models positive, profession behaviors on the unit/area.						
7 Demonstrates caring towards patients, family and staff members and their learning needs.						
8 Communicates effectively with preceptor, staff and/or patient.						
9 Demonstrates critical thinking in resolving issues surrounding the clinical situation.						
10 Assumes accountability for the quality of one's own practice.						
11 Demonstrates ethical behaviors.						
12 Arrives to clinical on time and remains professional during clinical time.						

Clinician Name (PRINTED): _____

Clinician Name (SIGNATURE): _____

Date: _____

Preceptor requests a conference with the instructor: _____ Yes

Clinicians: If you need to speak with the instructor immediately, do not hesitate to call.

**Clarendon College
ADN Nursing Program
Clinical Reflective Journal Guidelines**

Your journal entry is to be printed and turned in to the instructor as directed. Use proper grammar and spelling as you discuss your day and experiences in a professional manner.

1. Discuss the diverse types of clients you were exposed to today, while maintaining confidentiality of your patients.
2. Discuss examples of critical thinking that were used by the health care provider during your preceptor experience.
3. Discuss how your clinical experience is related to the content you are learning or have learned in lecture. How is it different and how is it the same?
4. Discuss behaviors of the health care provider that you want to model in your own practice and, if any, behaviors you want to avoid.
5. Explain any ethical issues that you may have seen in the care of these patients today. Defend your belief of whichever side you choose.

Directions for use:

Download the CLINICAL DOCUMENTATION from CAMS. Students will use this every clinical and skill day. Forms will NOT BE PROVIDED.

Students are to take the Clinical Organizational Worksheet (not the entire packet) to the clinical sites to collect information throughout the shift, then use this data to complete the Clinical Documentation form.

Students will turn the Clinical/Preceptor Evaluation form in to the assigned staff nurse or preceptor at the beginning of each shift to complete. It is the student's responsibility to collect this signed form from this clinician at the end of the clinical shift. This signed form is 40% of the clinical daily grade.

Students will then complete the Clinical Documentation form as homework and deliver it, along with the Worksheet and the Evaluation, to the instructor at the assigned time. The Clinical Documentation is 60% of the daily clinical grade. It is to be completed on computer and printed and stapled to turn in.

Regardless where the clinical location is in this semester, the student will do one Clinical Document (i.e. for one patient) each clinical day. The student may also do a Reflective Journal for any experience, but this journal does NOT substitute for the Clinical Documentation. If a student's clinical is in the ER or OR, he or she will still select one patient per day to document on the charting. By indicating either of these locations, the instructors will understand that some information is not available for the chart.

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CLINICAL PERFORMANCE EVALUATION TOOL GUIDELINES

- The clinical evaluation tool is used for all clinical nursing courses. Each nursing course builds on prior knowledge, skills, and attitudes.
- Each student will complete a self-evaluation at (1) midterm (2) final.
- Each faculty member will complete an evaluation at (1) midterm (2) final.
- The score for Clinical Evaluation will be either “E” “S” “MM” “NI” or “U” at mid-term.
- The score for Clinical Evaluation will be calculated at final.
- All clinical learning experiences will be evaluated upon completion and/or as deemed necessary by the faculty. Students who are not meeting clinical outcomes will be counseled individually as needed.
- Clinical facility will initiate a Student Action Report (SAR) for students who receive a grade less than 78 on the mid-term evaluation.
- A passing grade will only be assigned if **the course grade is 78 or greater** at the time of the final evaluation.
- Any course grade less 78 at final evaluation constitutes failure of the course.
- If a student receives a “U” on the Clinical Performance Tool during the final clinical evaluation, the student will FAIL the course and receive a grade of no higher than “D” for the course.

Core Competency Statements

- Each core competency (as outlined in **BOLD**) has associated statements, which specifies individual guidelines.
- The core competency statements are based upon level of matriculation in each clinical course.

Grading Guidelines

- Clinical Performance will be evaluated with a Clinical Performance Tool, and will be scored either “E” “S” “MM” “NI” or “U”. All entries must be dated.
- Every student must receive a course grade of 78 or better on the Clinical Performance Tool during the final clinical evaluation to pass the course.

Grade Descriptions

A grade of “E” (4 Points) means the student:

- Consistently exceeds criterion.

A grade of “S” (3 Points) means the student:

- Satisfactorily meets criterion in the clinical situation.
- Demonstrates accurate and appropriate knowledge and integrates knowledge with skills and attitudes.
- Engages consistently in self-direction in approach to learning.
- Provides evidence of preparation for all clinical learning experiences.
- Follows directions and performs safely.
- Identifies own learning needs and seeks appropriate assistance.
- Demonstrates continued improvement during the semester.
- Uses nursing process and applies scientific rationale.

A grade of “MM” (2) Points) means the student:

- Minimally meets criterion.
- Functions safely with moderate amount of guidance in the clinical situation.
- Demonstrates adequate knowledge and requires moderate assistance in integrating knowledge with skills.
- Requires some direction in recognizing and utilizing learning opportunities.

A grade of “NI” (1 Point) means the student:

- Minimally meets criterion.

A grade of “U” (0Points) means the student:

- Requires intense guidance for the performance of activities at a safe level.
- Clinical performance reflects difficulty in the provision of nursing care.
- Demonstrates gaps in necessary knowledge and requires frequent or almost constant assistance in integrating knowledge and skills.
- Requires frequent and detailed instructions regarding learning opportunities and is often unable to utilize them.
- Is often unprepared and has limited insight into own behavior.
- Is unable to identify own learning needs and neglects to seek appropriate assistance.
- Not dependable.
- Breaches in professional or ethical conduct such as falsification of records and failure to maintain confidentiality.

GRADING SCALE

KEY TO GRADING CLINICAL PERFORMANCE

4 = “E” – Consistently exceeds criterion

3 = “S” – Satisfactorily meets criterion

2 = “MM” – Minimally meets criterion

1 = “N” – Needs marked improvement

0 = “U” – Unsatisfactory

****All needs improvement and fail areas must have documentation.**

Student Score 198 or >	A = 90 – 100
Student Score 179 - 197	B = 81 – 89
Student Score 172 - 178	C = 78 – 80
Student Score 150 - 171	D = 68 – 77
Student Score 149	F = <68
MAXIMUM SCORE POSSIBLE = 220	

CLINICAL PERFORMANCE EVALUATION TOOL GUIDELINES

- The clinical evaluation tool is used for all clinical nursing courses. Each nursing course builds on prior knowledge, skills, and attitudes.
- Each student will complete a self-evaluation at (1) midterm (2) final.
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- Engages consistently in self-direction in approach to learning.
- Provides evidence of preparation for all clinical learning experiences.
- Follows directions and performs safely.
- Identifies own learning needs and seeks appropriate assistance.
- Demonstrates continued improvement during the semester.
- Uses nursing process and applies scientific rationale.

A grade of “MM” (2) Points) means the student:

- Minimally meets criterion.
- Functions safely with moderate amount of guidance in the clinical situation.
- Demonstrates adequate knowledge and requires moderate assistance in integrating knowledge with skills.
- Requires some direction in recognizing and utilizing learning opportunities.

A grade of “NI” (1 Point) means the student:

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- Is often unprepared and has limited insight into own behavior.
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Student Score 172 - 178	C = 78 -80
Student Score 150 - 171	D = 68 – 77
Student Score 149	F = <68
MAXIMUM SCORE POSSIBLE = 220	

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Clinical Evaluation Tool

Safe professional clinical practice is mandatory for all students in the Clarendon College Professional Nursing Program. Students are required to demonstrate patterns of safe, professional clinical performance as defined in the *Associate Degree Program Student Handbook* and the Clinical Evaluation Tool. Unsafe clinical practice is any instance or pattern where unprofessional and or unsafe behaviors related to physical safety, biologic safety, or emotional safety, have been demonstrated. Students will be notified of unsatisfactory clinical practice by the clinical instructor. Unsatisfactory clinical performance requires immediate attention and correction by the student.

Each student will have a formative evaluation at mid-term and a summative evaluation at the end of the semester to include a conference with the clinical instructor. All entries must be dated.

Clinical Objectives/Behaviors (based on Graduate Outcomes for Department)	Formative Mid-Term	Summative Final	Documentation
1. I. Member of the Profession: The student exhibits caring behaviors that reflect commitment to the growth and development of the role and function of the nurse. CARING			
A. Functions within the regulatory parameters of the Texas Nursing Practice Act			
1. Provides patient care within the scope of the educational preparation level of the student nurse			
2. Applies the nursing process to provide individualized care			
B. Assume responsibility and accountability for the quality of nursing care.			
1. Utilizes professional conduct and personal qualities (examples: genuineness, trustworthiness, empathy, mutuality).			
a. Arrives on time for scheduled clinicals			
b. Follows dress code (student handbook).			
c. Arrives prepared to carry out clinical assignment. Presents prepared paper work for instructor review			
1) Assessment			
2) Disease Pathology			
3) Medication Research			
4) Laboratory/Diagnostic			
5) Nursing Care Plan			
d. Receives and gives patient report on assigned patients.			
e. Participates in clinical conferences, including oral presentation of patient data.			
2. Demonstrates rapport and awareness of cultural diversity			

3. Demonstrates patience and compassion.			
C. Contribute to the activities that promote the development and Practice of Professional Nursing.			
1. Participate in promotion of community activities			
2. Demonstrate the ability to link peer-reviewed, evidence-based practice with clinical findings/applications.			
D. Demonstrates responsibility for continued competence in nursing practice			
1. Recognizes the need for self-assessment to improve nursing practice by completing a self-evaluation at the conclusion of each clinical experience.			
2. Utilizes written and electronic resources to increase knowledge of evidence-based practice.			
3. Maintain current CPR and immunizations per student handbook.			
II. Provider of Patient-Centered Care: The student will demonstrate competency by accepting responsibility for the quality basic nursing care, and providing safe, compassionate, evidence-based patient care. COMPETENCY, COMMUNICATION, CLINICAL DECISION-MAKING			
A. The student will use <i>critical thinking skills</i> and <i>nursing process</i> while providing nursing care to assigned patients.			
1. Utilize the skill of clinical reasoning using nursing science as a basis for DECISION-MAKING in nursing practice			
2. Prioritizes care of assigned patients.			
B. The student will assume responsibility for the quality of nursing care.			
1. Completes and implements plan of care			
a. Analyzes relevant data to develop nursing care plan and prioritize care of assigned patients.			
b. Identifies specific nursing goals relevant to the needs of the adult patient			
c. Prioritizes appropriate interventions based on patient needs.			
2. Demonstrates organization in performance of nursing care for multiple patients.			
3. Determines if goal/outcomes are achieved.			
4. Revises the plan of care based on review of new data.			
5. Implements safe nursing care for multiple patients.			

6. Identifies the value of life-long learning by utilizing written and electronic resources, citing source of information.			
7. Seeks appropriate guidance from instructor.			
C. The student will demonstrate comprehension of relevant data.			
1. Distinguishes normal vs. abnormal function and factors that inhibit normal function.			
2. Demonstrates the relationship of medications as they relate to disease processes			
3. Utilizes the problem-solving process in collection of data to formulate a plan of care.			
4. Demonstrate <i>decision-making</i> in defining plan of care based on changes in patient conditions			
5. Provides safe and appropriate care.			
D. The student uses therapeutic communication skills when interacting with and maintaining relationships with patients, their families, and other professionals.			
1. Applies current technology and informatics to enhance patient care while maintaining confidentiality (HIPAA) and promoting safety.			
2. Applies general principles of therapeutic communication.			
a. Avoids barriers to communication (examples: stereotyping, challenging, passing judgment, giving common advice, probing, lack of caring).			
b. Utilizes communication techniques to facilitate therapeutic communication (examples: active listening, using open-ended questions, using touch & silence, seeking clarification, acknowledging, focusing, and presenting reality).			
E. The student will develop a teaching plan to promote disease prevention, wellness, and healthy lifestyles.			
1. Develop a teaching plan.			
2. Present a teaching plan to patient/family.			
III. Patient Safety Advocate: The student will demonstrate understanding of advocacy. COMPETENCY, COMMUNICATION, CLINICAL-DECISION-MAKING			
A. Demonstrate knowledge of the Texas Nursing Practice Act and the Texas Board of Nursing Rules that emphasizes safety and facility policies.			

1. Promotes a safe, effective environment conducive to the optimal health and dignity of the patient and families.			
2. Accurately identifies patients with appropriate patient identifiers.			
3. Safely performs therapeutic and preventive procedures and nursing measures including:			
a. Safe handling of the patient.			
b. Safely calculates dosages and administers medications.			
c. Reduce patient risk related to medication administration			
4. Reconcile patient orders for interventions and treatments for accuracy.			
5. Recognize and report reactions and any untoward effects to medications.			
IV. Member of the HealthCare Team: The student will initiate collaboration, communication, and coordination of patient care part of the health care team. COMMUNICATION			
A. The student will <i>communicate</i> his or her role with the health care team meet patient needs.			
1. Reports to appropriate person when arriving or leaving the unit.			
2. Reports and documents changes in patient condition to the primary nurse and instructor in a timely manner.			
3. Carries out clinical assignment in a reasonable time-period.			
4. Serves as a patient advocate by engaging in the promotion of effective coordination of services to patients and their families to support healthcare decisions.			

**CLARENDON COLLEGE – DEPARTMENT OF NURSING
FORMATIVE MID-TERM CLINICAL EVALUATION TOOL**

Student Name _____
Clinical Dates _____ to _____

Instructor _____
Clinical Facility _____

	EVALUATION DATE	INSTRUCTOR'S COMMENTS/SIGNATURE	STUDENT COMMENTS/SIGNATURE
F O R M A T I V E			

**CLARENDON COLLEGE – DEPARTMENT OF NURSING
SUMMATIVE FINAL CLINICAL EVALUATION TOOL**

Student Name _____
Clinical Dates _____ to _____

Instructor _____
Clinical Facility _____

	EVALUATION DATE	INSTRUCTOR'S COMMENTS/SIGNATURE	STUDENT COMMENTS/SIGNATURE
S U M M A T I V E			

Final Summative Clinical Evaluation

This final evaluation must include statements of commendations and/or areas of further development that are derived from the weekly formative evaluation ratings. Failure of student to achieve a Satisfactory Summative evaluation and/or non-completion of clinical objectives will result in clinical failure.

I. Member of the Profession — Caring

II. Provider of Patient-Centered Care — Competency/Communication/Clinical Decision-Making

III. Patient Safety Advocate — Clinical Decision-Making

IV. Member of the Health Care Team — Communication

Faculty: _____ Date: _____

Student Comments:

Student: _____ Date: _____

*Student signature denotes student has discussed the evaluation with faculty.

**Clarendon College
Professional Nursing Program**

Academic Student Action Report

A Student Action Report (SAR) is given to alert students to possible situations or behaviors that, if continued, may cause the student to fail a course and/or not be successful in the Nursing Program. A SAR is given for the purpose of student remediation.

Part I.

STUDENT'S NAME: _____ **ID #** _____
DATE: _____ **CAMPUS:** ☐ Pampa ☐ Clarendon ☐ Childress
COURSE # & TITLE: _____

Part II. REASON FOR REPORT:

☐ **LATE ASSIGNMENT NOTIFICATION:**

- ☐ Project
- ☐ Clinical Paperwork
- ☐ Other

Due Date: _____

Test, Project, or Course grade: Student's grade: _____

Comments:

Part III. ACTION TAKEN (Check one) Requirements:

☐ Referral to counselor: Counselor's name and number:

☐ Referral to Nursing Resource Lab/other faculty mediated remediation

☐ Other _____

Recommendations:

☐ Referral to counselor: Counselor's name and number:

☐ Referral to Nursing Resource Lab/other faculty mediated remediation

☐ Other _____

Student Signature & Date

Instructor Signature & Date

Director, Allied Health & Date

Original to student's file

Clarendon College
Professional Nursing Program
Documentation of Absence

Student Name _____ Date of Absence _____

College ID _____

Course Number and Section _____

Instructor(s) _____

Number of Hours Missed _____

Class / Clinical Lab – Clinical / Simulation

*(*Circle experience missed)*

Please provide an explanation of your absence and submit this form to your lead instructor immediately upon return to class or clinical. Failure to submit proper notification of absence may result in dismissal from the program.

Clarendon College
Professional Nursing Program
Clinical Disciplinary Student Action Report Form

Professional nursing students, like all Clarendon College students, are responsible for maintaining standards and adhering to regulations adopted by the college as stated in the Clarendon College Student Handbook, as well as the Professional Nursing Program Policy Manual. Unsafe, uncivil, unprofessional, discriminatory, dishonest, disruptive, threatening, or coercive conduct, including but not limited to plagiarism or other forms of cheating, will result in disciplinary action. Discipline may include failure of the course, probation, or suspension from one or more courses, termination from the program, or suspension from the College.

Part I.

STUDENT'S NAME: _____ **ID #** _____
DATE: _____ **CAMPUS:** ☐ Pampa ☐ Clarendon ☐ Childress
COURSE # & TITLE: _____

Part II. ☐ "No call/ No show" - Describe the events necessitating this report:

Student comments:

Part III. ACTION TAKEN Describe in detail the action taken and any referrals made:

☐ Counseling ☐ Program Probation ☐ Disciplinary Removal
☐ Referral to Nursing Resource Lab ☐ Other/Comments:

Date by which remediation must be completed (if required):

Student Signature* & Date

Instructor Signature & Date

Director, Allied Health & Date

****The student signature does not indicate agreement with the description of the incident, but does indicate that they were notified. All SAR's are kept in the student's file.***