



RNSG 1163 - Clinical - Registered Nursing/Registered Nurse .1F1 Course Syllabus

Description

A health-related work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts.

Prerequisites Acceptance into the LVN-RN Hybrid Transition Program

Corequisites [RNSG 1118](#), [RNSG 1128](#), [RNSG 1324](#)

Credits 1

Lecture Hours 0

Lab Hours 0

Extended Hours 4

Contact Hours 64

State Approval Code CIP 51.3801

Instructor Name Laura Witherspoon

Semester/Year Summer I 2025

Meeting Time and Location

Meets at 0630 at Longview Regional Medical Center and at external sites as directed on Mondays

Alternate Operations During Campus Closure

In the event of an emergency or announced campus closure due to a natural disaster or pandemic, it may be necessary for Panola College to move to altered operations. During this time, Panola College may opt to continue delivery of instruction through methods that include, but are not limited to: online learning management system (CANVAS), online conferencing, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor Panola College's website (www.panola.edu) for instructions about continuing courses remotely, CANVAS for each class for course-specific communication, and Panola College email for important general information.

Student Basic Needs

Unexpected circumstances may arise, but Panola College offers various resources to support students. If you need mental health services or are facing challenges with transportation, affording class materials and supplies, or accessing food regularly—issues that may impact your class performance—please visit panola.edu/resources.

Class Attendance

Regular and punctual attendance of classes and laboratories is required of all students. When a student has been ill or absent from class for approved extracurricular activities, he or she should be allowed, as far as possible, to make up for the missed work. If a student has not actively participated by the census date, they will be dropped by the instructor for non-attendance. This policy applies to courses that are in-person, online, hybrid, and hybrid.

Attendance in online courses is determined by submission of an assignment or participation in an activity. According to federal guidelines, simply logging into a distance learning course without participating in an academic assignment does not constitute attendance. Distance learning is defined as when a majority (more than 50%) of instruction occurs when the instructor and students are in separate physical locations. Students must engage in an academic activity prior to the course census date.

When an instructor feels that a student has been absent to such a degree as to invalidate the learning experience, the instructor may recommend to the Vice President of Instruction that the student be withdrawn from the course. Instructors may seek to withdraw students for non-attendance after they have accumulated the following number of absences:

Fall or spring semesters:

3 or more class meeting times per week - 5 absences

2 class meeting times per week - 3 absences

1 class meeting per week - 2 absences

The student is responsible for seeing that he or she has been officially withdrawn from a class. A student who stops attendance in a class without officially withdrawing from that class will be given a failing grade; consequently, the student must follow official withdrawal procedures in the Admissions/Records Office.

Please note: Health Science and Cosmetology courses may require more stringent attendance policies based on their accreditation agencies. Please see the addendum and/or program handbook for further information concerning attendance.

Pregnant/Parenting Policy

Panola College welcomes pregnant and parenting students as a part of the student body. This institution is committed to providing support and adaptations for a successful educational experience for pregnant and parenting students. Students experiencing a need for accommodations related to pregnancy or parenting will find a Pregnancy and Parenting Accommodations Request form in the Student Handbook or may request the form from the course instructor.

Instructional Goals and Purposes

The purpose of this course is to apply specialized nursing theory have skills, and concepts under direct supervision.

Learning Outcomes

1. Apply nursing theory, concepts, and skills involving specialized materials, tools, equipment have procedures, regulations, laws, and interactions within and among political, economic have environmental, social and legal systems associated with the occupation and the business/industry.
2. 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.

Specific Course Objectives (includes SCANS)

After studying all materials and resources presented in the course, the student will be able to:

LVN-RN Transition Semester Clinical Evaluation Tool

Member of the Profession

1. **Function within the nurse's legal and ethical scope of practice in accordance with the regulations of the practice setting assuming responsibility and accountability for quality nursing care.**

LVN-RN Transition semester: Demonstrate activities that are within the scope of nursing practice.

(SCANS 1; a; i, ii, iii, iv, v, b; ii, iii, iv, v, vi, c; i, ii, iii, iv, v, 2; a; i, ii, iii b; i, iii, iv, v, vi, c; i, ii, iii, iv, d; i, iii, e; i, ii)

Student responsibilities include but are not limited to

- Differentiates the role of the RN
- Seeks supervision when needed
- Arrives on time and prepared for clinical
- Self-reports errors in practice
- Timely patient assessment
- Competently completes focused assessment
- Follows policies and procedures of the program, the facility, and for nursing practice

2. **Participate in activities that demonstrate commitment to continued competence and to the development of professional nursing.**

LVN-RN Transition Semester: Uses reflection and seeks feedback for continued competence in professional nursing care. (SCANS 1; a; i, ii, iii, iv, v, b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, v, 2; a; i, b; i, iii, iv, v, vi, c; i, ii, iii, d; i, ii, iii, e; ii)

Provider of Patient-Centered Care

3. **Utilize the nursing process to provide holistic nursing care and clinical reasoning to determine patient health status and clinical decisions.**

*** LVN-RN Transition Semester: Prioritize cues for clinical reasoning.** (SCANS 1; a; i, ii, iii, iv, v, b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, v, 2; a; i, ii, iii b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, d; i, ii, iii, e; i, ii, iii)

Student responsibilities include but are not limited to

- Identify and report abnormal findings followed by the priority right action at the right time
- Demonstration of competent use of equipment and resources

4. **Plan, implement, and evaluate the provision of safe, comprehensive evidence-based patient-centered nursing care through a broad array of healthcare services.**

LVN-RN Transition Semester: Plan, implement, and evaluate the provision of safe, comprehensive evidence-based patient centered care. (SCANS 1; a; i, ii, iii, iv, v, b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, v, 2; a; i, ii, iii b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, d; i, ii, iii, e; i, ii, iii)

Student responsibilities include but are not limited to Implement interdisciplinary care

- Demonstrate patient-centered care and teaching

5. **Patient Safety Advocate**

Implement measures to advocate for quality and safe environments through knowledge of the Nurse Practice Act, Texas Board of Nursing rules, and federal, state, and local standards.

*** LVN-RN Transition Semester: Recognize need for advanced measures to advocate for quality and safe environments.** (SCANS 1; a; i, ii, iii, iv, v, b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, v, 2; a; i, ii, iii b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, d; i, ii, iii, e; i, ii, iii)

Student responsibilities include but are not limited to

- Demonstrates preparation for medication administration
- Demonstrates clinical reasoning for safe medication administration

6. **Member of the Health Care Team**

Serve as an advocate through communication and collaboration with a variety of healthcare services facilitating continuity of care in global health.

LVN-RN Transition Semester: Effectively communicate and collaborate with a variety of healthcare services. (SCANS 1; a; i, ii, iii, iv, v, b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, v, 2; a; i, ii, iii b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, d; i, ii, iii, e; i, ii, iii)

Student responsibilities include but are not limited to

- Demonstrate effective implementation of SBAR

7. **Assign, delegate, and supervise evidence-based activities delivered by members of the healthcare team.**

LVN-RN Transition Semester: Demonstrate knowledge of appropriate assignment and delegation of evidence-based activities delivered by members of the healthcare team. (SCANS 1; a; i, ii, iii, iv, v, b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, v, 2; a; iii, b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, d; i, ii, iii, e; i, ii, iii)

Average Score:

Student scores on each evaluation criterion is based on student assignments & faculty observation and interactions with the student.

- 4 = consistently performs with the knowledge, skill, and attitude for practice at current education level. Meets the described learning objectives with self-direction. 90-100% on assignments
- 3= demonstrate consistent performance and improvement with direction. Needs minimal guidance to meet described objectives. 80- 90% on assignments.
- 2= Satisfactory/safe level of performance. Meets objectives with consistent guidance. 75-79% on assignments
- < 2= Unsatisfactory/Unsafe. Level of performance does not meet described learning objectives. Unable to meet objectives without frequent, direct, intensive guidance and instruction to avoid errors. This includes submitting late assignments, substandard assignments, failure to submit assignments and inconsistent performances from week to week. 74.99% or less, late assignments and failure to submit assignments

***These objectives are critical elements. A student must achieve a minimum score of 2 on ALL of the critical elements. A score of < 2 is Unsatisfactory /Unsafe and may/will result in immediate termination of the clinical experience and/or failure of the course.**

Final grade:

A: 3.5-4

B: 2.5-3.49

C: 2-2.49

F: < 2

Course Content

A general description of lecture/discussion topics included in this course are listed in the Learning Outcomes / Specific Course Objectives sections of this syllabus.

Students in all sections of this course will be required to do the following:

1. Students are accountable to and must comply with all policies outlined in the Panola College ADN Handbook and student nursing practice as defined by the Texas Board of Nursing Nurse Practice Act and the American Nurses Association (ANA) code of ethics.
2. Bring required equipment for clinical (please see Panola ADN Handbook, section 4.5.f) to each assigned clinical.
3. Bring all needed resources to clinical for completion of learning activities.
4. Refer to the Panola ADN Handbook "Attendance/Absences" policy (Panola ADN Handbook section 4.1) for attendance requirements. All hours for this course will be viewed as required clinical hours for the semester and ADN program.
5. Be self-directed in preparation and in participation in clinical learning activities. The student is required to complete all assigned reading, assigned audiovisuals, and assigned computer instruction prior to the assigned clinical class.
6. Take the initiative to schedule with the instructor any additional practice needed in the lab.
7. Complete all assignments associated with clinical experiences as instructed by the clinical professor. All assignments must demonstrate college-level skills. References must be documented using American Psychological Association (APA) guidelines.
8. Due dates and instructions for all assignments will be accessed through the CANVAS course.
9. Students are required to achieve 100% pass rate on the dosage calculation exam to pass this course. Please see Panola College ADN Handbook section 5.5.
10. Students are required to complete a mid-term and final self-evaluation based on the LVN-RN Transition Semester learning outcomes.
11. Students will be evaluated at midterm and at the end of the semester by the course professor using the LVN to RN Transition Semester Clinical Evaluation Tool. See grading criteria located at the end of the clinical evaluation tool.
12. In the event of an emergency or announced campus closure due to a natural disaster or pandemic and instruction changes to follow alternate operations, students will be required to join and participate in ZOOM classes at scheduled clinical time for the semester. Students will complete and submit all online assignments as instructed through the Canvas course.

Methods of Instruction/Course Format/Delivery

This course is offered in a clinical setting.

Major Assignments/Assessments

The following items are assigned and assessed during the semester and used to calculate the student's final grade.

Course Grade

The grading scale for this course is as follows:

- Assessments (Clinical evaluation) – 85%
- Assignments – 15%

Clinical assignments as well as clinical observation and interactions will be used by the clinical instructor to complete the clinical evaluation tool. A student MUST earn a course grade of 75 or greater to successfully pass the course, and a student must earn an evaluation of "2" or higher on critical elements of the evaluation tool in order to pass the course.

Addendum

Learning Outcomes:

1. Apply nursing 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.
2. 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.

The instructor of record will evaluate each student using the clinical evaluation tool for this course. Data for evaluation include but are not limited to written assignments, observation, interview, discussions, participation, observed behavior, attitude, professionalism, and input from nursing preceptors and the healthcare team working with the student at clinical. Clinical evaluations are recorded and maintained on Examsoft. Students will review clinical evaluations and feedback on evaluations by logging into Examsoft using their assigned log in and password.

Grade consist of assignments 15% and Clinical evaluation 85%.

Expectations for each encounter with your assigned nurse and unit:

1. **Introduce yourself, tell them you are a 2nd level Panola College student.**
2. **Tell them what skills you can perform under their supervision: These include- Initiating IV's, passing medications, including hanging antibiotics, inserting Foley catheters and NG tubes, and any others you have been checked off on. You may answer call lights, help patients ambulating, take vital signs.**

No medication in any form should be given without a nurse or myself present.

Remember if I am with you then I will check you off for the first IV medication, Insulin, and Lovenox injections. If you have been checked off in previous semester or in SIM lab you may do these things when being precepted in ER.

3. **Remain engaged with the unit the entire time you are there. If one nurse isn't very engaged with you, see if you can find another to gravitate to and follow.**
4. **Do not assume it is ok to bring your computer and sit down to study. Clinical time is scarce and you need to utilize it with every encounter you have.**
5. **You may not hang out at the nurses station unless working with your nurse at the computer. Remember you need to make rounds every hour. You may not place any of your books at the nurses station. If you are taking up a chair at the station, you must get up if a nurse or doctor comes in. *Period.* Make sure your nurse knows when you are leaving for a lunch break. Do not leave your post while you are on duty, ever. Do not have your cell phone visible unless you are in a breakroom or bathroom. May lay on WOW to look up medication push rates. If the nurses have nothing for you to do, go and engage with the patients (in other words go have a conversation with your patient).**

Other

- Courses conducted via video conferencing may be recorded and shared for instructional purposes by the instructor.
- For current texts and materials, use the following link to access bookstore listings: <https://www.panolacollegestore.com>.
- For testing services, use the following link: <https://www.panola.edu/student-services/student-support/academic-testing-center>.
- The Accommodations & Disability Support (A&DS) Office at Panola College provides and facilitates support services and accommodations for students with disabilities. The A&DS office works under the federal guidelines included in Section 503 of the Rehabilitation Act of 1973 and the American with Disabilities Act. Please contact the Accommodations & Disability Support (A&DS) Office located in the Charles C. Matthews Student Center or go to <https://www.panola.edu/disabilitysupport> for more information.
- Withdrawing from a course is the student's responsibility. Students who do not attend class and who do not withdraw will receive the grade earned for the course.
- Student Handbook: <https://www.panola.edu/> (located on at the bottom under student)

SCANS Criteria

1. Foundation skills are defined in three areas: basic skills, thinking skills, and personal qualities.
 1. Basic Skills: A worker must read, write, perform arithmetic and mathematical operations, listen, and speak effectively. These skills include:
 1. Reading: locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.
 2. Writing: communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.
 3. Arithmetic and Mathematical Operations: perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.
 4. Listening: receive, attend to, interpret, and respond to verbal messages and other cues.
 5. Speaking: Organize ideas and communicate orally.
 2. Thinking Skills: A worker must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively. These skills include:
 1. Creative Thinking: generate new ideas.
 2. Decision Making: specify goals and constraints, generate alternatives, consider risks, and evaluate and choose the best alternative.
 3. Problem Solving: recognize problems and devise and implement plan of action.
 4. Visualize ("Seeing Things in the Mind's Eye"): organize and process symbols, pictures, graphs, objects, and other information.
 5. Knowing How to Learn: use efficient learning techniques to acquire and apply new knowledge and skills.
 6. Reasoning: discover a rule or principle underlying the relationship between two or more objects and apply it when solving a problem.
 3. Personal Qualities: A worker must display responsibility, self-esteem, sociability, self management, integrity, and honesty.
 1. Responsibility: exert a high level of effort and persevere toward goal attainment.
 2. Self-Esteem: believe in one's own self-worth and maintain a positive view of oneself.
 3. Sociability: demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.
 4. Self-Management: assess oneself accurately, set personal goals, monitor progress, and exhibit self-control.
 5. Integrity and Honesty: choose ethical courses of action.
2. Workplace competencies are defined in five areas: resources, interpersonal skills, information, systems, and technology.
 1. Resources: A worker must identify, organize, plan, and allocate resources effectively.
 1. Time: select goal-relevant activities, rank them, allocate time, and prepare and follow schedules.
 2. Money: Use or prepare budgets, make forecasts, keep records, and make adjustments to meet objectives.

3. **Material and Facilities:** Acquire, store, allocate, and use materials or space efficiently. Examples: construct a decision timeline chart; use computer software to plan a project; prepare a budget; conduct a cost/benefits analysis; design an RFP process; write a job description; develop a staffing plan.
2. **Interpersonal Skills:** A worker must work with others effectively.
 1. **Participate as a Member of a Team:** contribute to group effort.
 2. **Teach Others New Skills.**
 3. **Serve Clients/Customers:** work to satisfy customer's expectations.
 4. **Exercise Leadership:** communicate ideas to justify position, persuade and convince others, responsibly challenge existing procedures and policies.
 5. **Negotiate:** work toward agreements involving exchange of resources, resolve divergent interests.
 6. **Work with Diversity:** work well with men and women from diverse backgrounds. Examples: collaborate with a group member to solve a problem; work through a group conflict situation, train a colleague; deal with a dissatisfied customer in person; select and use appropriate leadership styles; use effective delegation techniques; conduct an individual or team negotiation; demonstrate an understanding of how people from different cultural backgrounds might behave in various situations.
3. **Information:** A worker must be able to acquire and use information.
 1. **Acquire and Evaluate Information.**
 2. **Organize and Maintain Information.**
 3. **Interpret and Communicate Information.**
 4. **Use Computers to Process Information.** Examples: research and collect data from various sources; develop a form to collect data; develop an inventory record-keeping system; produce a report using graphics; make an oral presentation using various media; use on-line computer databases to research a report; use a computer spreadsheet to develop a budget.
4. **Systems:** A worker must understand complex interrelationships.
 1. **Understand Systems:** know how social, organizational, and technological systems work and operate effectively with them.
 2. **Monitor and Correct Performance:** distinguish trends, predict impacts on system operations, diagnose deviations in systems' performance and correct malfunctions.
 3. **Improve or Design Systems:** suggest modifications to existing systems and develop new or alternative systems to improve performance. Examples: draw and interpret an organizational chart; develop a monitoring process; choose a situation needing improvement, break it down, examine it, propose an improvement, and implement it.
5. **Technology:** A worker must be able to work with a variety of technologies.
 1. **Select Technology:** choose procedures, tools or equipment including computers and related technologies.
 2. **Apply Technologies to Task:** understand overall intent and proper procedures for setup and operation of equipment.
 3. **Maintain and Troubleshoot Equipment:** Prevent, identify, or solve problems with equipment, including computers and other technologies. Examples: read equipment descriptions and technical specifications to select equipment to meet needs; set up and assemble appropriate equipment from instructions; read and follow directions for troubleshooting and repairing equipment.