



**PNSG 2415 Leadership Clinical
COURSE SYLLABUS
Fall Semester 2019**

INSTRUCTOR CONTACT INFORMATION

Instructor Name: Amy O'Neal, BSN, RN
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Office Hours: Please schedule an appointment during clinical
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COURSE INFORMATION

Credit Hours/Minutes: 2/4500
Class Location: Various clinical sites
Class Meets: October 3, 2019- December 4, 2019 intertwined with PNSG 2330 and 2340. See clinical schedule for details.
Course Reference Number (CRN): 20033

SOUTHEASTERN TECHNICAL COLLEGE'S (STC) CATALOG AND STUDENT HANDBOOK

Students are responsible for all policies and procedures and all other information included in Southeastern Technical College's [Catalog and Student Handbook](http://www.southeasterntech.edu/student-affairs/catalog-handbook.php) (<http://www.southeasterntech.edu/student-affairs/catalog-handbook.php>).

REQUIRED TEXT

1. Fundamentals of Nursing Care, 2nd edition, FA Davis by Burton & Ludwig
2. Study guide for Fundamentals of Nursing Care, 2nd edition, FA Davis by Burton & Ludwig
3. Procedure Checklists for Fundamentals of Nursing Care 3rd edition, F. A. Davis Wilkinson, Treas, Barnett, & Smith
4. Understanding Medical Surgical Nursing, 5th edition, FA Davis by Williams and Hopper
5. Safe Maternity and Pediatric Nursing Care, FA Davis by Linnard-Palmer and Coats
6. Student workbook for Understanding Medical Surgical Nursing, 5th edition, FA Davis by Williams and Hopper
7. Study Guide for Safe Maternity and Pediatric Nursing Care, FA Davis by Linnard-Palmer and Coats
8. Assessment technologies institute (ATI) web service and books
9. Electronic Health Record (EHR) Tutor

REQUIRED SUPPLIES & SOFTWARE

Ear phones for any ATI assignments
Pens
Highlighters
2 Three Ring Binders

Stethoscope
 Blood pressure cuff
 Pen Light
 Watch with seconds displayed
 Basic Calculator
 Scissors

COURSE DESCRIPTION

At completion of this nursing leadership course, students will have competed a minimum of 75 clock hours of leadership related clinical experience. This course builds on the concepts presented in prior nursing courses and develops the clinical skills necessary for successful performance in the job market, focusing on practical applications. Topics include: application of the nursing process, critical thinking, supervisory skills, client education methods, and group dynamics.

MAJOR COURSE COMPETENCIES

1. Application of the Nursing Process
2. Supervisory Skills
3. Client Education Methods
4. Group Dynamics
5. Professional Development and Outcome

PREREQUISITE(S)

Program admission

COURSE OUTLINE

Clinically-Based Experience

Application of the Nursing Process

Order	Description	Learning Domain	Level of Learning
1	Integrate the nursing process when supervising the work of allied health care team members.	Psychomotor	Complex Response
2	Demonstrate evaluation of documentation by team members.	Psychomotor	Guided Response
3	Demonstrate an understanding of the connections between planning, implementing, and evaluating client care.	Psychomotor	Guided Response
4	Demonstrate differentiation between thinking and critical thinking.	Psychomotor	Guided Response
5	Demonstrate ability to collect data.	Psychomotor	Guided Response
6	Establish a nursing diagnosis appropriate for client problems.	Psychomotor	Guided Response
7	Integrate priorities for care in a complex client situation.	Psychomotor	Complex Response
8	Establish why effective interpersonal and communication skills are essential to critical thinking.	Psychomotor	Guided Response

Supervisory Skills

Order	Description	Learning Domain	Level of Learning
1	Demonstrate planning care for a designated group of clients during a given shift.	Psychomotor	Guided Response
2	Implement care for a designated group of clients during a given shift.	Psychomotor	Mechanism
3	Perform delegation of a balance of duties and tasks to team members according to their skill levels.	Psychomotor	Guided Response
4	Demonstrate maintaining open lines of communication with clients, co-workers, physicians, and other health team members.	Psychomotor	Guided Response
5	Demonstrate positive relationships with co-workers.	Psychomotor	Guided Response
6	Demonstrate constructive, private communication with team members on areas of concern.	Psychomotor	Guided Response
7	Demonstrate principles of work ethics.	Psychomotor	Guided Response
8	Demonstrate a positive working relationship with other team members.	Psychomotor	Guided Response
9	Demonstrate preparation of a resume utilizing professional format.	Psychomotor	Guided Response
10	Demonstrate writing a letter of application.	Psychomotor	Guided Response
11	Demonstrate completing an employment application package.	Psychomotor	Guided Response
12	Demonstrate preparation for an employment interview.	Psychomotor	Guided Response
13	Demonstrate writing a thank you letter.	Psychomotor	Guided Response
14	Demonstrate writing a letter of termination using correct procedures.	Psychomotor	Guided Response
15	Participate in comprehensive review processes to meet external regulatory standards.	Psychomotor	Origination

Client Education Methods

Order	Description	Learning Domain	Level of Learning
1	Establish client-learning needs.	Psychomotor	Guided Response
2	Use learning styles appropriate for each client.	Psychomotor	Mechanism
3	Integrate family members and significant others in client teaching.	Psychomotor	Complex Response
4	Demonstrate beginning discharge planning on admission.	Psychomotor	Guided Response

Order	Description	Learning Domain	Level of Learning
5	Integrate a multidisciplinary approach for implementing discharge planning and client teaching.	Psychomotor	Complex Response

Group Dynamics

Order	Description	Learning Domain	Level of Learning
1	Establish the members of the nursing team including a description of their major responsibilities related to client care.	Psychomotor	Guided Response
2	Establish appropriate standards for measuring quality.	Psychomotor	Guided Response
3	Construct an evaluation of the effectiveness of the nursing team.	Psychomotor	Complex Response
4	Establish methods to monitor continuous quality improvement.	Psychomotor	Guided Response

Professional Development and Outcome

Order	Description	Learning Domain	Level of Learning
1	Demonstrates competence in relation to the NCLEX examination.	Cognitive	Application

GENERAL EDUCATION CORE COMPETENCIES

Southeastern Technical College has identified the following general education core competencies that graduates will attain:

1. The ability to utilize standard written English.
2. The ability to solve practical mathematical problems.
3. The ability to read, analyze, and interpret information.

STUDENT REQUIREMENTS

In order for a student to progress to this clinical, he or she must have a final grade of 70% or greater in the lecture course, PNSG 2410, score a 100% on the drug calculation exam within the three attempts allotted, and demonstrate proficiency related to various Lab/Nursing Skills as required by state standards (Refer to Lab Skills Checklist).

A passing grade of 70% in this clinical, along with a passing grade in PNSG 2410 is required in order to pass the semester and progress to the next semester.

Students will be required to submit assignments as noted on the Documentation Requirements for Leadership. If an assignment is not turned in by the deadline, points will be deducted as outlined on the clinical evaluation rubric. Failure to submit assignments will result in point deductions and the student may not be allowed to return to clinical until the clinical assignments are completed. The days missed will result in an absence. All assignments must be neat and orderly and will not be accepted for a grade until they are rewritten and in order.

ATI CAPSTONE COURSE:

The ATI capstone course, an overall review of all subject material will begin in PNSG 2230 and takes six weeks to complete. The student will receive a calendar from the ATI virtual educator and must complete assignments by the due date given. Points are awarded according to the Points for ATI Capstone Grading Rubric. The ATI capstone course accounts for 10% of the grade in PNSG 2415.

PN COMPREHENSIVE PREDICTOR:

During PNSG 2415, students will take the PN Comprehensive Predictor. The student will have three attempts to successfully complete the predictor with a 90th percentile of passing the NCLEX-PN. If the student is unsuccessful on the first and/or second attempt, then the student will complete the remediation plan as outlined below. Unsuccessful completion of the predictor on the third attempt will result in a grade of F for PNSG 2415, the student is unable to complete the program and the student may apply for readmission into the PN program if desired.

Unsuccessful First attempt: Students must complete remediation as outlined below and may take the second attempt two weeks after the first attempt.

The student will complete a focused review for areas of the comprehensive predictor that were missed. The student will also complete hand written active learning templates for each concept missed. The student will complete the Live Review Assessments and complete a focused review for areas where questions were missed. The codes for the Live Review Assessments are attached to the Live Review Survey that the student received on the last day of the Live Review class. The student will print out his/her score sheet and email it along with the completed active learning templates to the PNSG 2415 course faculty member. The student will not be allowed to take the second attempt until the remediation is completed.

Unsuccessful Second attempt: The student will be enrolled in the Virtual ATI course with an ATI coach. The student must complete assignments as outlined throughout the Virtual ATI course. The student will be allowed to take the third attempt once the virtual ATI course is completed.

Unsuccessful Third attempt: Course grade F for PNSG 2415 and the student is unable to complete the program.

PRECEPTOR EVALUTATIONS

Preceptors may be used at STC clinical sites. The preceptors will be responsible for issuing a clinical grade by using the Preceptor Evaluation Form provided by the instructor. Students will follow instructions located on the Preceptor Evaluation Form for completion. See the STC Practical Nursing Clinical Evaluation for Medical Surgical Nursing Clinical that can be found at the end of the lesson plan for exact verification of how clinical grade is averaged.

HEALTH DOCUMENTATION AND CPR

All students must have current immunizations with current PPD, and an active American Heart Association Health Care Provider Basic Life Support card. It is the student's responsibility to keep these items up-to-date at their cost. If any of these items are expired, the student will not be allowed to go to clinical and will be counted absent.

FIT TESTING

All students who have clinical component or are required by the TCSG infection control policy to get fit tested. The instructor will contact Tommy Jenkins at EDC (912-538-3200 or e-mail) and set up a time. Students will need to go to the EDC for the testing and the cost is \$20.00. The fit testing must be complete in order to begin clinical time.

STUDENT SUCCESS PLAN

The Student Success Plan documents deficiencies in performance and provides a means for improvement. A success plan should be initiated for the following reasons:

- If the student has (1) a cumulative unit exam average of < 70% after the completion of 25% of the unit exams or (2) a skill(s) performance deficiency.
- The faculty will initiate individual counseling session and complete the Student Success Plan.
- if the student has (1) a cumulative unit exam average of < 70% after the completion of 50 % of the unit exams or (2) a skill(s) performance deficiency,
- The faculty will initiate individual counseling session, as well as review and update the Student Success Plan and submit an Early Alert.
- if the student exhibits behavior outside the expected:
 - codes of conduct outlined in professional codes of ethics, professional standards,
 - All procedures/requirements/policies outlined in program handbooks/documents,
 - STC e Catalog and Student Handbook, and/or
 - Clinical facility policies and procedures.

The faculty will initiate an individual counseling session and complete an Academic Occurrence Notice and the Student Success Plan.

(T)echnical College System of Georgia (E)arly (A)lert (M)anagement (S)ystem (TEAMS) & The Student Success Plan are designed to ensure that students are well informed about strategies for success, including college resources and assistance. One of the responsibilities of the Program faculty is to monitor the academic progression of students throughout the curriculum. The faculty believes that the student is ultimately responsible for seeking assistance; however, faculty will meet or refer students who are having academic difficulties.

- TEAMS is designed to provide assistance for students who may need help with academics, attendance, personal hardships, etc.

Student Support

Specific information about the Student Support services listed below can be found at [STC Website \(www.southeasterntech.edu\)](http://www.southeasterntech.edu) by clicking on the Student Affairs tab.

- Tutoring
- Technical Support
- Textbook Assistance
- Work-Study Programs
- Community Resources

ATTENDANCE GUIDELINES

Class attendance is a very important aspect of a student's success. Being absent from class prevents students from receiving the full benefit of a course and interrupts the learning process. Southeastern Technical College considers both tardiness and leaving early as types of absenteeism. Responsibility for class attendance rests with the student. Regular and punctual attendance at all scheduled classes is required for student success. Students will be expected to complete all work required by the instructor as described in the individual course syllabus.

Instructors have the right to give unannounced quizzes/assignments. Students who miss an unannounced quiz or assignment will receive a grade of 0. Students who stop attending class, but do not formally withdraw, may receive a grade of "F" (Failing 0-59) and face financial aid repercussions in upcoming semesters.

Instructors are responsible for determining whether missed work may be made up and the content and dates

for makeup work is at the discretion of the instructor.

ADDITIONAL ATTENDANCE PROVISIONS

Health Sciences

Requirements for instructional hours within Health Science and Cosmetology programs reflect the rules of respective licensure boards and/or accrediting agencies. Therefore, these programs have stringent attendance policies. Each program's attendance policy is published in the program's handbook and/or syllabus which specify the number of allowable absences. All provisions for required make-up work in the classroom or clinical experiences are at the discretion of the instructor.

This class requires 75 clinical hours (4500 minutes) during the semester. A student is allowed to miss a maximum of 1 one clinical day. An excuse from a physician may be required by the instructor. Students missing more than 1 day will be dropped for exceeding the attendance policy. All clinical time missed must be made up prior to beginning the next nursing course. Students that do not make up all clinical time missed will be issued a final clinical grade of "F". A clinical absence will require a makeup day. The date and site for makeup time will be specified by the instructor and are non-negotiable. See Clinical Rules for further attendance policies.

STUDENTS WITH DISABILITIES

Students with disabilities who believe that they may need accommodations in this class based on the impact of a disability are encouraged to contact the appropriate campus coordinator to request services.

Swainsboro Campus: [Macy Gay mgay@southeasterntech.edu](mailto:MacyGay.mgay@southeasterntech.edu) , 478-289-2274, Building 1, Room 1208

Vidalia Campus: [Helen Thomas hthomas@southeasterntech.edu](mailto:HelenThomas.htthomas@southeasterntech.edu) , 912-538-3126, Building A, Room 108

SPECIFIC ABSENCES

Provisions for Instructional Time missed because of documented absences due to jury duty, military duty, court duty, or required job training will be made at the discretion of the instructor.

PREGNANCY

Southeastern Technical College does not discriminate on the basis of pregnancy. However, we can offer accommodations to students who are pregnant that need special consideration to successfully complete the course. If you think you will need accommodations due to pregnancy, please make arrangements with the appropriate campus coordinator.

Swainsboro Campus: [Macy Gay mgay@southeasterntech.edu](mailto:MacyGay.mgay@southeasterntech.edu) , 478-289-2274, Building 1, Room 1208

Vidalia Campus: [Helen Thomas hthomas@southeasterntech.edu](mailto:HelenThomas.htthomas@southeasterntech.edu) , 912-538-3126, Building A, Room 108

It is strongly encouraged that requests for consideration be made PRIOR to delivery and early enough in the pregnancy to ensure that all the required documentation is secured before the absence occurs. Requests made after delivery MAY NOT be accommodated. The coordinator will contact your instructor to discuss accommodations when all required documentation has been received. The instructor will then discuss a plan with you to make up missed assignments.

WITHDRAWAL PROCEDURE

Students wishing to officially withdraw from a course(s) or all courses after the drop/add period and prior to the 65% point of the term in which student is enrolled (date will be posted on the school calendar) must speak with a Career Counselor in Student Affairs and complete a Student Withdrawal Form. A grade of "W" is assigned for the course(s) when the student completes the withdrawal form.

Students who are dropped from courses due to attendance after drop/add until the 65% point of the semester

will receive a "W" for the course.

Important – Student-initiated withdrawals are not allowed after the 65% point. Only instructors can drop students after the 65% point for violating the attendance procedure of the course. Students who are dropped from courses due to attendance after the 65% point will receive either a "WP" or "WF" for the semester. Informing your instructor that you will not return to his/her course, does not satisfy the approved withdrawal procedure outlined above.

There is no refund for partial reduction of hours. Withdrawals may affect students' eligibility for financial aid for the current semester and in the future, so a student must also speak with a representative of the Financial Aid Office to determine any financial penalties that may be assessed due to the withdrawal. A grade of "W" will count in attempted hour calculations for the purpose of Financial Aid.

ACADEMIC DISHONESTY POLICY

The Southeastern Technical College Academic Dishonesty Policy states that all forms of academic dishonesty, including but not limited to cheating on tests, plagiarism, collusion, and falsification of information, will call for discipline. The policy can also be found in the Southeastern Technical College Catalog and Student Handbook.

PROCEDURE FOR ACADEMIC MISCONDUCT

The procedure for dealing with academic misconduct and dishonesty is as follows:

1. First Offense

Student will be assigned a grade of "0" for the test or assignment. Instructor keeps a record in course/program files and notes as first offense. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus. The Registrar will input the incident into Banner for tracking purposes.

2. Second Offense

Student is given a grade of "WF" (Withdrawn Failing) for the course in which offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of second offense. The Registrar will input the incident into Banner for tracking purposes.

3. Third Offense

Student is given a grade of "WF" for the course in which the offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of third offense. The Vice President for Student Affairs, or designee, will notify the student of suspension from college for a specified period of time. The Registrar will input the incident into Banner for tracking purposes.

STATEMENT OF NON-DISCRIMINATION

The Technical College System of Georgia (TCSG) and its constituent Technical Colleges do not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, political affiliation or belief, genetic information, disabled veteran, veteran of the Vietnam Era, spouse of military member, or citizenship status (except in those special circumstances permitted or mandated by law). This nondiscrimination policy encompasses the operation of all technical college-administered programs, federally financed programs, educational programs and activities involving admissions, scholarships and loans, student life, and athletics. It also applies to the recruitment and employment of personnel and contracting for goods and services.

All work and campus environments shall be free from unlawful forms of discrimination, harassment and retaliation as outlined under Title IX of the Educational Amendments of 1972, Title VI and Title VII of the Civil Rights Act of 1964, as amended, the Age Discrimination in Employment Act of 1967, as amended, Executive Order 11246, as amended, the Vietnam Era Veterans Readjustment Act of 1974, as amended, Section 504 of

the Rehabilitation Act of 1973, as amended, the Americans With Disabilities Act of 1990, as amended, the Equal Pay Act, Lilly Ledbetter Fair Pay Act of 2009, the Georgia Fair Employment Act of 1978, as amended, the Immigration Reform and Control Act of 1986, the Genetic Information Nondiscrimination Act of 2008, the Workforce Investment Act of 1998 and other related mandates under TCSG Policy, federal or state statutes. The Technical College System and Technical Colleges shall promote the realization of equal opportunity through a positive continuing program of specific practices designed to ensure the full realization of equal opportunity.

The following individuals have been designated to handle inquiries regarding the nondiscrimination policies:

American With Disabilities Act (ADA)/Section 504 - Equity- Title IX (Students) – Office of Civil Rights (OCR) Compliance Officer	Title VI - Title IX (Employees) – Equal Employment Opportunity Commission (EEOC) Officer
Helen Thomas, Special Needs Specialist Vidalia Campus 3001 East 1 st Street, Vidalia Office 108 Phone: 912-538-3126 Email: Helen Thomas hthomas@southeasterntech.edu	Lanie Jonas, Director of Human Resources Vidalia Campus 3001 East 1 st Street, Vidalia Office 138B Phone: 912-538-3230 Email: Lanie Jonas mailto:ljonas@southeasterntech.edu

ACCESSIBILITY STATEMENT

Southeastern Technical College is committed to making course content accessible to individuals to comply with the requirements of Section 508 of the Rehabilitation Act of Americans with Disabilities Act (ADA). If you find a problem that prevents access, please contact the course instructor.

GRIEVANCE PROCEDURES

Grievance procedures can be found in the Catalog and Handbook located on Southeastern Technical College’s website.

ACCESS TO TECHNOLOGY

Students can now access Blackboard, Remote Lab Access, Student Email, Library Databases (Galileo), and BannerWeb via the mySTC portal or by clicking the Current Students link on the [Southeastern Technical College \(STC\) Website \(www.southeasterntech.edu\)](http://www.southeasterntech.edu).

TECHNICAL COLLEGE SYSTEM OF GEORGIA (TCSG) GUARANTEE/WARRANTY STATEMENT

The Technical College System of Georgia guarantees employers that graduates of State Technical Colleges shall possess skills and knowledge as prescribed by State Curriculum Standards. Should any graduate employee within two years of graduation be deemed lacking in said skills, that student shall be retrained in any State Technical College at no charge for instructional costs to either the student or the employer.

GRADING SCALE

Letter Grade	Range
A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

Assignment	Percentage
Teaching project	25%
Nursing team/supervisory	10%
Safety and Quality assignment	15%
Interview day	15%
ATI assignments	15%
ATI Capstone	10%
Preceptor Evaluations	10%

Southeastern Technical College Practical Nursing Leadership Clinical Course Evaluation Form

Clinical Course: PNSG 2415 Semester: _____ Total hours for clinical course: _____

Teaching project (25%) <ul style="list-style-type: none"> • Summary of teaching experience (at least 1 page typed 12 font doubled spaced) • Student Nurse Flow Sheet Assessment • Head to Toe Narrative Assessment to reflect the head to toe assessment • Nurses Notes detailing care • Care plan 	
Nursing Team/supervisory (10%) <ul style="list-style-type: none"> • 2 page typed summary 	
Safety and Quality assignment (15%) <ul style="list-style-type: none"> • Checklist • Evaluation • Summary of experience (at least 1 page typed 12 font doubled spaced) 	
Interview Day (15%) <ul style="list-style-type: none"> • Complete a resume in a professional format. • Complete a job application • Complete a thank you note for an interview • Complete a letter of resignation from a job • Attend the mock interview 	
ATI Assignments (must score 70%) (15%) <ul style="list-style-type: none"> • Nurse's Touch: Professional Communication Practice Assessment • Nurse's Touch: Nursing Informatics and Technology Practice Assessment • Nurse's Touch: Becoming a Professional Nurse Practice Assessment 	
ATI Capstone (10%)	
Preceptor Evaluations (10%)	
Clinical Grade	
Clinical Occurrence	
Final Clinical Grade	

Name _____

Date _____

Comments _____

Student Signature _____ Instructor Signature _____

**PNSG 2415 Leadership Clinical
Fall Semester 2019 Lesson Plan**

Date/Day	Content	Assignments & Tests Due Dates	Competency Area
See Clinical Schedule for Details	CLINICAL	Complete all clinical assignments as detailed on documentation requirements form provided by instructor.	Course: 1-4 Core :a, b, c
11/18/19	ATI LIVE REVIEW VIDALIA CAMPUS 0900-1600		Course: 1-4 Core a, b, c
11/19/19	ATI LIVE REVIEW VIDALIA CAMPUS 0900-1600		Course: 1-4 Core a, b, c
11/20/19	ATI LIVE REVIEW VIDALIA CAMPUS 0900-1600		Course: 1-4 Core a, b, c
11/21/19	MOCK INTERVIEW- VIDALIA CAMPUS		Course: 1-4 Core a, b, c
11/25/19	***EXIT EXAM FIRST ATTEMPT*** 0900		Course: 1-4 Core a, b, c

COMPETENCY AREAS:

1. Application of the Nursing Process
2. Supervisory Skills
3. Client Education Methods
4. Group Dynamics
5. Professional Development and Outcome

GENERAL CORE EDUCATIONAL COMPETENCIES:

- a) The ability to utilize standard written English.
- b) The ability to solve practical mathematical problems.
- c) The ability to read, analyze, and interpret information.

DISCLAIMER STATEMENTS

Instructor reserves the right to change the syllabus and/or lesson plan as necessary

The official copy of the syllabus will be given to the student during face to face class time the first day of class.

The syllabus displayed in advance of the semester in a location other than the course you are enrolled in is for planning purposes only.

Documentation Requirements for Leadership Clinical Rotation

Daily requirements for each Leadership clinical day:

- Completed time sheet. Signed by the student nurse and the preceptor at the end of each day.
- Preceptor Evaluation Form signed by the preceptor for the day and placed in a sealed envelope provided by instructor. The preceptor must sign the back of the envelope across the seal. Any seal that is broken will not be accepted.
- After each daily clinical rotation, the student will complete the Southeastern Technical College Student Evaluation of Clinical Experience form. The student will submit the evaluation form daily with his/her clinical paperwork.

Assignments for Leadership Clinical Rotation:

- 1. Teaching project:** Choose one client. Assess the client for a knowledge deficit (new medical diagnosis, reinforcement for chronic diagnosis, pre/post-operative education). Assess the client's learning style. Prepare information and present it to the client and/or family member. Please be detailed.
 - Summary of teaching experience (at least 1 page typed 12 font doubled spaced)
 - Student Nurse Flow Sheet Assessment
 - Head to Toe Narrative Assessment to reflect the head to toe assessment
 - Nurses Notes detailing care
 - Care plan
- 2. Nursing team/Supervisory:**
 - Complete a 2 page typed summary of this day that includes what you observe and evaluate of the effectiveness of the healthcare team. Establish the members of the healthcare team. Include their major responsibilities related to client care. This should include delegation of duties to team members according to their skill level, integrating the nursing process when supervising the work of other team members, and evaluating the outcome of other team members. Team members include (Registered Nurses, Licensed Practical Nurses, Certified Nursing Assistants, Medical Doctors, Phlebotomists, Radiology Technicians, Physical Therapists, Housekeeping personnel, Dieticians) You may also include nurses from other departments and explain how each nurse plays an important role in the client's care.
- 3. Safety & Quality Monitor assignment**
 - Checklist
 - Evaluation
 - Summary of experience (at least 1 page typed 12 font doubled spaced)

4. Interview day

- Complete a resume in a professional format.
- Complete a job application
- Complete a thank you note for an interview
- Complete a letter of resignation from a job
- Attend the mock interview-demonstrate preparation for an employment interview and dress in professional attire.

5. ATI Assignments (must score 70%)

- Nurse's Touch: Professional Communication Practice Assessment
- Nurse's Touch: Nursing Informatics and Technology Practice Assessment
- Nurse's Touch: Becoming a Professional Nurse Practice Assessment

Safety and Quality Monitor Assignment

Purpose: Ensuring overall client safety and delivery of high quality care is a vital role of nurses. The activities below illustrate the role in assessing safe, high-quality client centered care is being delivered.

Learning Objectives:

1. Analyze the care environment and information databases and collaborate with team members to identify hazards which effect the provision of safe, high quality client centered care.
2. Communicate observations and concerns related to hazards and errors to the health care team.
3. Value one's own role in preventing error.

Directions: Receive your client assignments from your clinical preceptor. Complete the quality and safety monitor assignment as described below. Report all safety concerns in a timely fashion to your clinical preceptor.

Activities:

1. Client interaction:
 - a. Complete the quality and safety checklist attached at the client's bedside. Use the I-SBAR approach as described in the worksheet when interacting with your client. Teach important safety information to the client as described in the assignment. Intervene within student role boundaries to improve safety.
2. Report/Evaluate:
 - a. Type a summary of the quality and safety concerns that were identified for the client, describe the actions that you took based upon your findings, discuss possible causes of these lapses in quality and safety (people, environment, management, process/protocol), and describe improvements that you could make to these areas of client safety. Complete the activity evaluation. Present at post conference. Submit this packet, in its entirety, to your instructor.

Client Interaction:

Complete the quality and safety checklist attached at the client's bedside. Use the I-SBAR approach as described in the worksheet when interacting with your client. Teach important safety information to the client as described in the assignment. Intervene within student role boundaries to improve safety. Do not leave the impression with the client that they are unsafe or that they are not receiving high quality care.

I: Introduction

Introduce yourself and your role in the client's care (Safety and Quality Monitor Student Nurse). Explain that you are a nursing student learning the importance of providing high quality and safe nursing care. Be sure to correctly identify the client.

S: Situation

Specify to the client what you will be doing (completing a checklist and discussing with classmate's what you have learned about providing client centered, high-quality, safe nursing care).

B: Background

Explain to the client that the STC Department of Practical Nursing is committed to educating students to provide client-centered, high quality, safe client care.

A: Assessment

Before completing the safety checklist which follows, ask the client if they have any concerns or questions. Write them down. If you can answer the question within the boundaries of your student role, please do so. If not, report the concern to the nursing instructor / preceptor so that the concern may be addressed. Proceed with the quality and safety checklist.

R: Recommendation

Teach important safety information to the client such as:

- The importance of hand washing for all who enter the room.
- The importance of all staff checking for two identifiers prior to medication administration and/or treatments/procedure.
- The use of call light/bell to call for assistance before getting out of bed.

Intervene within student boundaries to improve safety (side-rails, call light within reach, place appropriate precautions sign at doorway). If responding to a safety need is beyond the student role boundaries, immediately report to nursing faculty or preceptor.

Safety & Quality Checklist

Safety and Quality	Yes/No If NO , intervene within the boundaries of student role. If beyond student role, notify nursing faculty or preceptor.	Intervention taken, if indicated
Client ABC intact		
Client positioned properly		
Pain control adequately		
IV site patent		
Correct IVF infusing		
IV pump light green		
Call bell within reach		
Bed in low position		
Bed rails up (if indicated)		
Bed locked		
ID band in place-on the CLIENT		
Oxygen: correct flow rate		
Oxygen: tubing free of kinks, client wearing correctly (NC in nares, mask over nose/mouth)		
Foley Cather: patent & draining		
Foley catheter: hanging below level of the bladder		
Drains: pinned to client gown		
Drains: suction functioning, either wall or self-suction		
White board in room labeled appropriately		
Signs over bed if no B/P or IV in one extremity		
Sign outside door for precautions		
Sign outside door for fall risk		
No tripping hazards, cords in client walkway, around bed		
Locks on bed and chairs		
Sign outside door for NPO status, ask client if aware of NPO status		
Fall Risk Assessment completed and charted		
Braden Scale completed and charted		

Client Concerns or questions identified during interaction:

Assess if the following safety measures are being followed by health care team with EVERY client interaction.

Safety Measures	Comments (do not include names)
Hand washing asepsis	
Checking client ID	
Explanation to client of treatment	
Explanation to client of medication & side effects	
Correct precautions followed as ordered	

Report/Evaluation

- Share the quality and safety concerns that were identified for the client
- Describe the actions taken upon your findings
- Discuss possible causes of these lapses in quality and safety
 - People/teamwork (knowledge/skills/training, competence, verbal and written communication, supervision and assistance):
 - Environment (staffing levels and skills, workload, managerial support, physical space):
 - Process/protocol (availability and use of policy and protocol):
 - Equipment (design, availability, maintenance):
 - Organizational (financial resources and constraints, safety culture and priorities):
- Describe improvements that you would make to these areas of client safety

Safety and Quality Monitor Assignment Evaluation:

INSTRUCTIONS: Answer each statement by circling the number which most accurately reflects your evaluation of the assignment. Please use the scale below:

1=Strongly Disagree

2=Disagree

3=No opinion/Not applicable

4=Agree

5=Strongly Agree

1. The Safety and Quality Monitor Assignment contributed to my ability to analyze the care environment and information database to identify hazards which effect the provision of safe, high quality client-centered care.

5 4 3 2 1

2. The Safety and Quality Monitor Assignment contributed to my ability to collaborate with team members to identify hazards which effect the provision of safe, high-quality client-centered care.

5 4 3 2 1

3. The Safety and Quality Monitor Assignment contributed to my ability to communicate with the client to effect the provision of safe, high-quality client-centered care.

5 4 3 2 1

4. The Safety and Quality Monitor Assignment assisted me to understand and value my own role in preventing error.

5 4 3 2 1

Comments: