



**PNSG 2415 Leadership Clinical  
COURSE SYLLABUS  
Fall Semester 2021**

The syllabus is subject to change. If changes are made, the student will be notified as soon as possible.

**COURSE INFORMATION**

Credit Hours/Minutes: 2/4500

Class Location: Various clinical sites

Class Meets: 10/6/21-12/7/21 intertwined with PNSG 2330 and 2340

Course Reference Number (CRN): 20297

Course Enrollment Key: **3DU7WAR**

**INSTRUCTOR CONTACT INFORMATION**

Instructor Name: Amy O'Neal, BSN, RN

Office Location: Swainsboro Campus, Health Sciences Building 8, Office 8101

Office Hours: Please schedule an appointment during clinical

Email Address: [Amy O'Neal amyoneal@southeasterntech.edu](mailto:amyoneal@southeasterntech.edu)

Phone: 478-289-2245

Fax Number: 478-289-2336 (Building 2)

Tutoring Hours: Please schedule an appointment

Preferred Method of Contact: EMAIL

*All communication with faculty should be completed using STC email. Please note that emails sent during business hours will be answered within 24-48 hours. Emails sent during holidays and on weekends may not be answered until the next business day.*

**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: Concepts, Connections, and Skills, 3rd Edition, FA Davis by Burton, Smith & Ludwig
2. Nursing Care Plans, 10th Edition, Doenges, Morehouse et al.
3. Davis's Nursing Skills **Videos** for LPN/LVN, 3rd Edition (This is not a book. Student has access to skills videos through the FA Davis website.)
4. Pharmacology Clear and Simple, 3rd Edition, F.A. Davis, Watkins
5. Understanding Medical-Surgical Nursing, 6th Edition, FA Davis, Williams and Hopper
6. Safe Maternity and Pediatric Nursing Care, 2<sup>nd</sup> edition, FA Davis, Linnard-Palmer and Coats
7. Assessment Technologies Institute (ATI)

## **REQUIRED SUPPLIES & SOFTWARE**

Full uniform (Purchased through Meridy's Uniforms)

Two Student Identification Badges that reflect the Practical Nursing

Program Skills Packs (Purchased through Meridy's Uniforms) which include

Stethoscope

Blood Pressure cuff

Penlight

Scissors

Earphones for any ATI assignments

Pens/Highlighters

2 Three Ring Binders

Clinical Notebook

Watch with seconds displayed

Basic Calculator

Laptop/Personal computer

Suggested specifications include:

Processor i5 or i7

Memory 8GB or higher

Hard drive 250GB or larger

DVD Drive either internal or external

Webcam with microphone

Internet speed of 5 Mbps. (10Mbps or more is recommended). Test your internet speed using

[www.speedtest.net](http://www.speedtest.net))

Students should not share login credentials with others and should change passwords periodically to maintain security.

## **COURSE DESCRIPTION**

At the completion of this nursing leadership course, students will have completed 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

Order	Description	Learning Domain	Level of Learning
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
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

### COVID-19 MASK REQUIREMENT

Regardless of vaccination status, masks or face coverings must be worn at all times while in a classroom or lab of Southeastern Technical College. This measure is being implemented to reduce COVID-19 related health risks for everyone engaged in the educational process. Masks or face coverings must be worn over the nose and mouth, in accordance with the Centers for Disease Control and Prevention (CDC). A student's refusal to wear a mask or face covering will be considered a classroom disruption and the Student may be asked to leave campus and/or receive further discipline.

### COVID-19 SIGNS AND SYMPTOMS

We encourage individuals to monitor for the signs and symptoms of COVID-19 prior to coming on campus.

If you have experienced the symptoms listed below or have a body temperature 100.4°F or higher, we encourage you to self-quarantine at home and contact a primary care physician's office, local urgent care facility, or health department for further direction. Please notify your instructor(s) by email and do not come on campus for any reason.

<b>COVID-19 Key Symptoms</b>
Fever or felt feverish
Chills
Shortness of breath or difficulty breathing (not attributed to any other health condition)
Cough: new or worsening, not attributed to another health condition
Fatigue
Muscle or body aches
Headache
New loss of taste or smell
Sore throat (not attributed to any other health condition)
Congestion or runny nose (not attributed to any other health condition)
Nausea or vomiting
Diarrhea
<b>In the past 14 days, if you:</b>
Have had close contact with or are caring for an individual diagnosed with COVID-19 at home (not in healthcare setting), please do not come on campus and contact your instructor (s).

## **COVID-19 SELF-REPORTING REQUIREMENT**

Students, regardless of vaccination status, who test positive for COVID-19 or who have been exposed to a COVID-19 positive person, are required to self-report <https://www.southeasterntech.edu/covid-19/>. Report all positive cases of COVID-19 to your instructor and Stephannie Waters, Exposure Control Coordinator, [swaters@southeasterntech.edu](mailto:swaters@southeasterntech.edu), 912-538-3195.

**\*Surgical masks are required at all times while in the clinical facility\***

**\*Full PPE with N95 mask is required for suspected or confirmed COVID patients\***

## **PROGRESSION TO CLINICAL COURSE**

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 complete the program.

## **EHR AND BLACKBOARD DOCUMENTATION**

See lesson plan for specific due dates. EHR will not allow charting past the deadline. If documentation is not submitted into EHR and/or blackboard by the deadline, a grade of "0" may be given for the required assignments.

The faculty will use the rubrics to determine the Student's grade based on the points as outlined. It is advised that the Student use the rubric when completing the clinical assignments to ensure all components are accurately completed.

## **PRECEPTOR EVALUTATIONS**

Approved nursing preceptors may be used at STC clinical sites. The preceptor will complete the Preceptor Evaluation Tool at the end of each clinical day and place it in a sealed envelope provided by the instructor. The Student's grade is assigned by Southeastern Technical College Faculty with input from clinical preceptors.

## **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.

## **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 a clinical component are required by the TCSG infection control policy to get fit tested. The instructor will complete the fit test for the Student. 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

## 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 clinical absence will require an excuse or appropriate documentation and all missed clinical time must be made up as required to fulfill the curriculum requirements. Absences must be discussed with faculty, Program Director and/or Special Needs Coordinator dependent on the circumstances of the absence. Students who do not make up all clinical time missed will be issued a final clinical grade of zero and will be unable to progress in the program. 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: [Daphne Scott \(dscott@southeasterntech.edu\)](mailto:dscott@southeasterntech.edu) 478-289-2274, Building 1, Room 1210.  
Vidalia campus: [Helen Thomas hthomas@southeasterntech.edu](mailto:hthomas@southeasterntech.edu) , 912-538-3126, Building A, Room 165

## 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: [Daphne Scott \(dscott@southeasterntech.edu\)](mailto:dscott@southeasterntech.edu) 478-289-2274, Building 1, Room 1210.  
Vidalia campus: [Helen Thomas hthomas@southeasterntech.edu](mailto:hthomas@southeasterntech.edu) , 912-538-3126, Building A, Room 165

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" (Withdrawn) 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 or academic deficiency after the 65% point will receive either a "WP" (Withdrawn Passing) or "WF" (Withdrawn Failing) for the semester and will be unable to progress in the practical nursing program.

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.

**Remember** - Informing your instructor that you will not return to his/her course does not satisfy the approved withdrawal procedure outlined above.

### **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:

<p><b>American With Disabilities Act (ADA)/Section 504 - Equity- Title IX (Students) – Office of Civil Rights (OCR) Compliance Officer</b></p>	<p><b>Title VI - Title IX (Employees) – Equal Employment Opportunity Commission (EEOC) Officer</b></p>
<p>Helen Thomas, Special Needs Specialist Vidalia Campus 3001 East 1<sup>st</sup> Street, Vidalia Office 165 Phone: 912-538-3126 Email: <a href="mailto:hthomas@southeasterntech.edu">Helen Thomas</a> <a href="mailto:hthomas@southeasterntech.edu">hthomas@southeasterntech.edu</a></p>	<p>Lanie Jonas, Director of Human Resources Vidalia Campus 3001 East 1<sup>st</sup> Street, Vidalia Office 138B Phone: 912-538-3230 Email: <a href="mailto:ljonas@southeasterntech.edu">Lanie Jonas</a> <a href="mailto:ljonas@southeasterntech.edu">ljonas@southeasterntech.edu</a></p>

**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	20%
Nursing team/supervisory	10%
Safety and Quality assignment	10%
Interview day	25%
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: \_\_\_\_\_

<b>Teaching project (20%) <u>Due Sunday 11/14/21 by midnight in EHR</u></b> <ul style="list-style-type: none"> <li>• Daily documentation with summary of teaching experience (10%)</li> <li>• Care plan (10%)</li> </ul>	
<b>Nursing Team/supervisory (10%) <u>Due Sunday 11/14/21 by midnight in Blackboard Drop Box</u></b> <ul style="list-style-type: none"> <li>• Summary of experience (at least 2 pages typed 12 font doubled spaced)</li> </ul>	
<b>Safety and Quality assignment (10%) <u>Due Sunday 11/14/21 by midnight in Blackboard Drop Box</u></b> <ul style="list-style-type: none"> <li>• Checklist (2.5%)</li> <li>• Evaluation (2.5%)</li> <li>• Summary of experience (at least 2 pages typed 12 font doubled spaced) (5%)</li> </ul>	
<b>Interview Day (25%) <u>Complete and place in Blackboard Drop Box before 11/18/21 by 1700</u></b> <ul style="list-style-type: none"> <li>• Complete a resume in a professional format. (5%)</li> <li>• Complete a job application. (5%)</li> <li>• Complete a thank you note for an interview. (5%)</li> <li>• Complete a letter of resignation from a job. (5%)</li> <li>• Attend the mock interview. (5%)</li> </ul>	
<b>ATI Assignments (15%) * 1 attempt only* <u>Complete before 11/18/21 by 1700</u></b> <ul style="list-style-type: none"> <li>• Nurse's Touch: Professional Communication Practice Assessment (5%)</li> <li>• Nurse's Touch: Nursing Informatics and Technology Practice Assessment (5%)</li> <li>• Nurse's Touch: Becoming a Professional Nurse Practice Assessment (5%)</li> </ul>	
<b>ATI Capstone (10%)</b>	
<b>Preceptor Evaluations (10%)</b>	
<b>Clinical Grade</b>	
<b>Clinical Occurrence</b>	
<b>Final Clinical Grade</b>	

Name \_\_\_\_\_

Date \_\_\_\_\_

Comments \_\_\_\_\_

Student Signature \_\_\_\_\_ Instructor Signature \_\_\_\_\_

**PNSG 2415 Leadership Clinical  
Fall Semester 2021 Lesson Plan**

<b>Date/Day</b>	<b>Content</b>	<b>Assignments &amp; Tests Due Dates</b>	<b>Competency Area</b>
11/8/21- 12/3/21	Clinical rotation	See clinical rotation for details.	Course: 1-4 Core :a, b, c
11/15/21 Virtual 0830-1600	ATI Review	Attend ATI review course	Course: 1-4 Core :a, b, c
11/16/21 Virtual 0830-1600	ATI Review	Attend ATI review course	Course: 1-4 Core :a, b, c
11/17/21 Virtual 0830-1600	ATI Review	Attend ATI review course	Course: 1-4 Core :a, b, c
11/18/21 0800-1700 *Schedule will be provided before this day*	Mock interview	Submit interview day requirements, attend mock interview session	Course: 1-4 Core :a, b, c
11/22/21 0900	ATI EXIT EXAM	Complete ATI Comprehensive Predictor Exam	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**

The 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 on the first day of class. The syllabus is 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 PNSG 2415

## Daily requirements for each Leadership clinical day:

- **Completed time sheet.** Signed by the student nurse and the preceptor at the end of each day. Time sheets are considered an official document. Incomplete time sheets or time sheets with errors may not be accepted and may be returned to the Student to complete on their own time. (Example: Student may have to travel to a clinical site on an off day to have preceptor complete time sheet)
- **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. It is the Student's responsibility to ensure the correct preceptor form is used for the corresponding clinical rotation. The Student is required to complete the top portion of the evaluation (student name and clinical site-no abbreviations) prior to submitting the evaluation to the preceptor. Incomplete/incorrect preceptor forms may result in a ten (10) point deduction from the daily clinical grade.
- After each clinical day, 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. The Student is required to complete the top portion of the evaluation (student name, semester, course, and clinical site-no abbreviations) prior to submitting the evaluation to the instructor. Incomplete student evaluation forms may result in a ten (10) point deduction from the daily clinical grade.

## Assignments for Leadership Clinical Rotation:

### **Assignment 1: Teaching project (Due Sunday 11/14/21 by midnight in EHR):**

Choose one client for this project. 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.

#### **Document the following on one patient in EHR:**

- Patient information- Must include the name of clinical facility and the client's chief complaint
- Results (if applicable)
- Notes:
  - History and physical note (this is the narrative of the assessment flowsheet)
  - Teaching Experience Note: Type a detailed summary of teaching experience (at least 1 page typed 12 Calibri font doubled spaced)
    - How did you identify the client's knowledge deficit
    - What did you identify as the client's learning style
    - How did you present the information to the client and/or family
    - How did the client and/or family respond to the information you presented

- Flowsheets
  - Admission
  - Vital signs- Document vital signs according to facility policy and as needed
  - Assessment
  - Daily Care (if applicable)
  - Intake & Output (if applicable)
  - Interventions (lines, drains)
  - Complete if applicable to your client
    - Wounds/incisions/ostomies
    - Respiratory interventions
    - Blood administration
    - Stroke scale
    - Restraints
    - Behavioral health
    - Preoperative checklist
- Orders- Medications administered by the Student are placed in EHR as an order.
- MAR- Medications administered by the Student are documented on the MAR.
- SBAR- Provide a report on your patient if applicable
- Discharge- Treat this discharge flowsheet as the last contact you had with your client. How did you leave the client?
- Care plan (Must be teaching/knowledge deficit care plan)

### **Assignment 2: Nursing team/Supervisory (Due Sunday 11/14/21 by midnight in Blackboard Drop Box):**

- 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.

### **Assignment 3: Safety & Quality Monitor Assignment (Due Sunday 11/14/21 by midnight in Blackboard Drop Box):**

- Checklist
- Evaluation
- Summary of experience (at least 2 pages typed 12 font doubled spaced)
  - Must include the 3 learning objectives in the summary

# 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 <b>NO</b> , 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.

<b>Safety Measures</b>	<b>Comments (do not include names)</b>
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:

**Assignment 4: Interview day (Complete and submit in Blackboard Drop Box before 11/18/21 by 1700):**

- 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.

**ATI Assignments (1 attempt only. Complete before 11/18/21 by 1700):**

- 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



**PRECEPTOR/INSTRUCTOR EVALUATION  
PNSG 2330, 2340, 2415**

**Student:** \_\_\_\_\_ **Clinical Site:** \_\_\_\_\_

Please fill this evaluation out and place it in the envelope provided. Seal the envelope and sign your name across the seal. The Student will return the sealed envelope to the instructor.

***Please provide comments for any scores less than 2.***

Score	Description
<b>4</b>	Student <b>exceeds all</b> expectations. Demonstrates <b>comprehensive</b> understanding of concepts and applies them to client care, is safe, and shows initiative.
<b>3</b>	Student <b>meets all</b> expectations. Demonstrates <b>above average</b> understanding of concepts and applies them to client care, is safe, and shows initiative.
<b>2</b>	Student <b>meets most</b> expectations. Requires minimum guidance when applying concepts to client care, is safe, and shows initiative. Demonstrates <b>average</b> fundamental level of understanding of concepts.
<b>1</b>	Student <b>meets minimum</b> expectations. Requires frequent guidance when applying concepts to client care. Demonstrates <b>minimum</b> fundamental understanding of concepts and applies them to client care, is safe, and shows initiative.
<b>0</b>	Student <b>does NOT meet</b> expectations. Requires consistent guidance when applying concepts to client care, is not safe, and lacks initiative.
<b>N/O</b>	Not observed/No opportunity

Items scored	Score	Comments
<b>QSEN Concept: Client Centered Care</b> <b>Deliver quality nursing care to clients and their families from diverse backgrounds in a variety of settings.</b>	<b>X</b>	
Demonstrate an understanding of the nursing process.		
Provide relevant health education based on client's developmental level and cultural preferences.		
<b>QSEN Concept: Teamwork and Collaboration:</b> <b>Participate as a member of the inter-professional healthcare team in the delivery of safe, quality client-centered care.</b>	<b>X</b>	
Collaborate with multidisciplinary health care team to provide quality care.		
<b>QSEN Concept: Quality Improvement</b> <b>Participate in activities that improve and promote quality of care in health care settings.</b>	<b>X</b>	
Verbalizes understanding of collecting and recording data for quality improvement purposes.		
Identify methods to monitor continuous quality improvement.		
<b>Concept: Professionalism</b> <b>Practice in a professional manner while providing client-centered nursing care.</b>	<b>X</b>	
Identify legal aspects that guide nursing practice.		
Display professional accountability and responsibility in the delivery of client centered care.		
<b>Concept: Leadership</b> <b>Demonstrate the ability to serve as a team leader overseeing client care delivered by team members.</b>	<b>X</b>	
Apply organizational, time management and priority setting skills necessary to provide safe, quality client-centered care.		
Delegate tasks within the health care settings that is appropriate in the delivery of client centered care.		
Identify ways to resolve client care issues within the health care team.		

**Grade is assigned by Southeastern Technical College Faculty with input from clinical preceptors.**

\_\_\_\_\_  
**Preceptor Signature/Date**

\_\_\_\_\_  
**STC Faculty/Date**

## Practical Nursing Care Plan Rubric

The purpose of the nursing care plan assignment is to provide an opportunity for students to systematically make decisions regarding patient outcomes by utilizing the steps of the nursing process; assessment, diagnosis, planning, implementation, evaluation.

	<b>A (20 Points)</b>	<b>B (15 Points)</b>	<b>C ( 10 Points)</b>	<b>D (5 Points)</b>	<b>F</b>
<p><b>Assessment:</b> Includes subjective, objective, and historical data that support an actual or at risk for nursing diagnosis</p>	Includes all pertinent data related to diagnostic statement and does not include data not related to nursing diagnosis. All data is referenced correctly as either subjective or objective.	Includes pertinent data related to the diagnostic statement but, also includes non-related data. Most of the data is referenced correctly as either subjective or objective.	Does not include all data related to the diagnostic statement. May also include non- related data. Data is not referenced as subjective or objective.	Assessment portion is incomplete or unrelated to the diagnostic statement.	Not Done
<p><b>Diagnosis:</b> Develop one (1) nursing diagnosis statement based on presented data that identifies a health problem. Correctly stated and prioritized as number one problem the patient is facing. Diagnosis should include 3 parts:  <ol style="list-style-type: none"> <li>1. Nursing diagnosis</li> <li>2. Related to</li> <li>3. As evidenced by</li> </ol>  (Risk for diagnosis does not require evidence)</p>	Nursing diagnosis statement is a formulation of an appropriately worded, 3-part NANDA-approved nursing diagnosis and demonstrates priority of care for the assigned patient.	Nursing diagnosis statement is a formulation of an appropriately worded, 3-part NANDA-approved nursing diagnosis but has not demonstrated priority of care for the assigned patient.	Nursing diagnosis statement is a formulation of an inappropriately worded or 2-part statement. Statement is an unapproved nursing diagnosis or does not demonstrate priority of care for the assigned patient.	Incorrect diagnostic statement for presented data.	Not Done
<p><b>Planning:</b> Develop one (1) measurable patient outcome that prevents, reduces, or resolves the identified patient health problem (nursing diagnosis label)</p>	Outcome is specific, measurable, attainable, relevant, timely.	The outcome is missing one of the following elements: specific, measurable, attainable, relevant, timely.	The outcome is missing two of the following elements: specific, measurable, attainable, relevant, timely.	The outcome is missing three of the following elements: specific, measurable, attainable, relevant, timely.	Not Done
<p><b>Implementation:</b> Write four (4) nursing interventions with supporting rationale (4) to meet the identified patient health needs.</p>	Interventions clearly and correctly identified. Specific to the patient situation and nursing diagnosis statement and meets patient health needs. Required number of patient specific nursing interventions identified.	Interventions pertain to patient situation or nursing diagnosis statement and meets patient health needs but lack some specificity. 3 of the 4 required interventions are listed.	Interventions pertain to nursing diagnosis statement in an indirect way; does not completely meet patient health needs; 2 of the 4 required interventions are listed.	Interventions are not appropriate to meet patient health needs. 1 of the 4 required interventions are listed.	Not Done

	<b>A (20 Points)</b>	<b>B (15 Points)</b>	<b>C ( 10 Points)</b>	<b>D (5 Points)</b>	<b>F</b>
<b>Evaluation:</b> Identify subjective and objective data to establish the patient outcome has been met or not met. If unable to evaluate, identify optimal subjective and objective data that support a met outcome	Evaluative statement is present. Data is referenced correctly as either Subjective or Objective. All pertinent subjective and objective data support a met outcome OR an unmet outcome.	Evaluative statement is present but vague. Includes non-related data. Most of the data is referenced correctly as either Subjective or Objective	Evaluative statement does not completely support the outcome. Data is not referenced as subjective or objective.	No evaluative criteria stated or inappropriate.	Not Done

**Additional requirements:**

1. Reference: Must site reference used for care plan. May use any Practical Nursing textbook or reputable website. (.org, .edu, .gov)
  - 5 points deducted from overall care plan grade if no reference documented from approved source
2. Spelling and grammatical errors may result in point deduction from overall care plan grade
  - 0 no spelling / grammar errors
  - -1 1-3 spelling / grammar errors
  - -2 4-6 spelling / grammar errors
  - -3 7-9 spelling / grammar errors
  - -5 10 or more spelling / grammar errors