



**PNSG 2415 NURSING LEADERSHIP CLINICAL  
COURSE SYLLABUS  
Fall Semester 2017**

**COURSE INFORMATION**

Credit: 2/4500

Class: Various Clinical Sites

Class: TBA

CRN: 20311

***INSTRUCTOR CONTACT INFORMATION***

Instructor: Rachel Sikes

Office: Gillis Building 715

Office Hours: Please Schedule an appointment

Email Address: [rsikes@southeasterntech.edu](mailto:rsikes@southeasterntech.edu)

Phone: 912-538-3209

Fax Number: 912-538-3106

Tutoring Hours: Please schedule an appointment:

***REQUIRED TEXT***

1. Fundamental Nursing Skills and Concepts Text, 11<sup>th</sup> edition, Lippincott
2. Nursing Leadership and Management, 6<sup>th</sup> edition, ATI Nursing Education
3. All previous texts for reference
4. ATI testing web service

***OPTIONAL TEXT:***

1. Study Guide for Timby's Fundamental Nursing Skills and Concepts, 11<sup>th</sup> edition, Lippincott
2. Comprehensive Review for the NCLEX-PN Examination, 6<sup>th</sup> edition, Saunders by Silverstri

***REQUIRED SUPPLIES & SOFTWARE***

Ear phones for any ATI assignments, Pens, Highlighters, 2 Three Ring Binders, Stethoscope, Pen Light, and Watch with seconds displayed, Basic Calculator, Scissors

***COURSE DESCRIPTION***

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

## PREREQUISITE(S)

Program Admission

## COURSE OUTLINE

### 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
9	Demonstrate competence in relation to writing the NCLEX examination.	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

<b>Order</b>	<b>Description</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
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	Collaborate in comprehensive review processes to meet external regulatory standards.	Psychomotor	Origination

### **Client Education Methods**

<b>Order</b>	<b>Description</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
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	Demonstrate documenting all client teaching.	Psychomotor	Guided Response
6	Integrate a multidisciplinary approach for implementing discharge planning and client teaching.	Psychomotor	Complex Response

### **Group Dynamics**

<b>Order</b>	<b>Description</b>	<b>Learning Domain</b>	<b>Level of Learning</b>
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	Establish appropriate quantitative and qualitative tools to measure quality in a given situation.	Psychomotor	Guided Response

Order	Description	Learning Domain	Level of Learning
4	Construct an evaluation of the effectiveness of the nursing team.	Psychomotor	Complex Response
5	Establish methods to monitor continuous quality improvement.	Psychomotor	Guided Response
6	Apply various methods to resolve conflict.	Psychomotor	Mechanism

### **GENERAL EDUCATION CORE COMPETENCIES**

STC 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 written 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 clinical evaluation form in handbook. Failure to submit assignments will result in point deductions and the student will 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. Written assignments are counted as part of the instructor evaluation.**

The final clinical grade will be based on required written documentation, preceptor evaluations, and instructor evaluations as outlined in the handbook under clinical grading rubrics.

**No printed material may be removed from any clinical site. This is a possible HIPPA violation. See practical nursing handbook concerning this.**

### **ATI ASSIGNMENTS**

**The ATI EXIT Exam is in this course. If the student is unsuccessful on the third attempt of the EXIT EXAM, the student will receive a grade of "F" in PNSG 2415.**

All ATI assignments must be completed before the first attempt of the exit exam. If the student fails to do this by the date of the exit exam or deadline given by instructor, the student will not be allowed to take the exit exam as scheduled and this will count as their first exit exam attempt.

### **PRECEPTOR EVALUATIONS**

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 Leadership that can be found in both your program handbook and 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 CPR 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. CPR and FA grades will not count as a lecture or clinical grade.

## **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.

## **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 also 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 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 programs reflect the rules of respective licensure board 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.

**For this class, which meets 4 days a week for 2 weeks, the maximum number of days a student may miss is 1 day during the semester.**

## **SPECIAL NEEDS**

Students with disabilities who believe that they may need accommodations in this class based on the impact of a disability are encouraged to contact Helen Thomas, 912-538-3126, [hthomas@southeasterntech.edu](mailto:hthomas@southeasterntech.edu), to coordinate reasonable accommodations.

## **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 advise me and make appropriate arrangements with Helen Thomas, 912-538-3126, [hthomas@southeasterntech.edu](mailto:hthomas@southeasterntech.edu).

## **WITHDRAWAL PROCEDURE**

Students wishing to officially withdraw from a course(s) or all courses after the drop/add period and prior to the 65% portion of the semester (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 when the student completes the withdrawal form from the course.

Students who are dropped from courses due to attendance (see your course syllabus for attendance policy) after drop/add until the 65% point of the semester will receive a "W" for the course. Abandoning a course(s) instead of following official withdrawal procedures may result in a grade of 'F' being assigned.

After the 65% portion of the semester, the student will receive a grade for the course. (Please note: A zero will be given for all missed assignments.)

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. All grades, including grades 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.

## **EXIT EXAM**

Prior to graduation from the STC PN program, the student is required to pass the ATI PN Comprehensive Predictor Exit Exam with a minimum 90% predicted probability of passing NCLEX. This is a requirement for graduation and not an option. The student will have three chances to achieve this. If the student does not meet the required percentage on the first try, the student may retake the exam. On the second try, if the student does not achieve the required percentage then the student will remediate with an instructor in the deficient content areas prior to retaking the exam for the third try. The student will be required to pay for the exam if a third attempt is required. If on the third try the percentage is not achieved, the student must retake the nursing courses which include the deficient content material. The student will also receive a grade of "F" in PNSG 2415

## ACADEMIC DISHONESTY POLICY

The STC Academic Dishonesty Policy states 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 STC 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" 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 second 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 and its constituent Technical Colleges do not discriminate on the basis of race, color, creed, national or ethnic origin, sex, 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 school is in compliance with Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin; with the provisions of Title IX of the Educational Amendments of 1972, which prohibits discrimination on the basis of gender; with the provisions of Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicap; and with the American with Disabilities Act (ADA).

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

ADA/Section 504 - Equity- Title IX (Students) - OCR Compliance Officer	Title VI - Title IX (Employees) - EEOC Officer
Helen Thomas, Special Needs Specialist Vidalia Campus 3001 East 1 <sup>st</sup> Street, Vidalia Office 108 Phone: 912-538-3126 <a href="mailto:hthomas@southeasterntech.edu">hthomas@southeasterntech.edu</a>	Blythe Wilcox, Director of Human Resources Vidalia Campus 3001 East 1 <sup>st</sup> Street, Vidalia Office 138B Phone: 912-538-3147 <a href="mailto:bwilcox@southeasterntech.edu">bwilcox@southeasterntech.edu</a>

## GRIEVANCE PROCEDURES

Grievance procedures can be found in the Catalog and Handbook located on STC'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 [STC website](#).

## 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 POLICY

**See attached grading scale**

## GRADING SCALE

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



**PNSG 2415 Nursing Leadership Clinical**  
**Fall Semester 2017 Lesson Plan**

<b>Date/Week</b>	<b>Content</b>	<b>Assignments &amp; Tests Due Dates</b>	<b>Competency Area</b>
10/24/2017	Clinical	Complete all clinical assignments: assessments, care plans, drug cards, time sheets, calculation worksheets, medication worksheets	Course: 1-4 Core :a, b, c
10/25/2017	Clinical	Complete all clinical assignments: assessments, care plans, drug cards, time sheets, calculation worksheets, medication worksheets	Course: 1-4 Core a, b, c
10/26/2017	Clinical		Course: 1-4 Core a, b, c
10/30/2017	Clinical		Course: 1-4 Core a, b, c
10/31/2017	Clinical		Course: 1-4 Core a, b, c
11/01/2017	Clinical		Course: 1-4 Core a, b, c
11/02/2017	Clinical		Course: 1-4 Core :a, b, c
11/06/2017	Clinical	Complete all clinical assignments: assessments, care plans, drug cards, time sheets, calculation worksheets, medication worksheets	Course: 1-4 Core: a, b, c
11/07/2017	Clinical	Complete all clinical assignments: assessments, care plans, drug cards, time sheets, calculation worksheets, medication worksheets	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

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

## Clinical Rubric

<b>Skill or Behavior</b>	<b>Score</b>	<b>Comments</b>
Reports to clinical and leaves clinical site at designated time per instructor; Adheres to written clinical rules and establishes rapport with patient, family members, and staff; Displays professional/positive attitude; Works as a member of the team	/10	One point deducted for each absence and tardy.  -2 points per other incidence
Administers treatments and medications on time according to the physician's orders and facility policy; documents treatments and medications administration accurately, Verifies patient identity	/10	-2 points per incidence
Notifies instructor/preceptor and obtains permission when ready to perform skills; Recognizes limitations of student; care completed in timely manner	/10	Average of preceptor evaluation forms and/or instructor evaluation forms.
Demonstrates the ability to develop a plan of care, delegate duties, prioritize care, and evaluate documentation; Integrates nursing process in all assignments	/10	Care Plan grade  -2 points per other incidence
Demonstrates critical thinking ability through a variety of scenarios	/10	-2 points per incidence
Develops job preparation skills, resume, thank-you letter, completes employment package, letter of termination, prepares and participates in an interview for employment	/20	Grade for Interview Day assignments and responsibilities.  -10 points for not completing resume as directed  -2 points per other incidence
Determines a patients learning style, completes a patient teaching assignment	/20	Grade for Patient Teaching assignment
Identifies member of the health care team including major responsibilities, evaluates the nursing team, able to handle conflict, participates in quality improvement	/10	Average of Members of Team assignment and Safety & Quality Monitor assignment
<b>Clinical Grade</b>	<b>Grade</b>	
<b>Clinical Infractions</b>	<b>Infractions</b>	
<b>Total Clinical Score</b>	<b>Total</b>	

### **Daily Documentation Requirements for Leadership Clinical:**

- Completed time sheet- make sure you sign it and have your preceptor of the day sign it
- Comprehensive Preceptor/Instructor Evaluation Form signed by your preceptor for the day and make sure he or she gives it to you in a sealed envelope provided by your instructor

### **Additional Leadership Clinical Assignments:**

- Student Nurse Flow Sheet Assessment, Head to Toe Narrative Assessment to reflect the head to toe assessment, Nurses Notes detailing care, Care plan (Care plan must have page # and book/CD where found.) This is to be completed on **THE PATIENT you choose for your "teaching project"**.
- **Teaching project:** Choose 1 patient. Assess the patient for a knowledge deficit (new diagnosis, reinforcement for chronic diagnosis, pre/post-operative education). Assess their learning style. Prepare information and present it to the patient and/or family member. You will **ALSO** present this assignment to the class.
- **Nursing team/Supervisory:** You will write a summary (At least 2 typed pages) of this day that includes what you observe and an evaluation of the effectiveness of the team. Establish the members of the nursing team. Include their major responsibilities related to patient 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 documentation/outcome of other team members. Team members include (RN, LPN, CNA, MD, Phlebotomists, Radiology Techs, Housekeeping, Dietary, etc.) You may also include nurses from other departments (how they work together for the patient).
- Complete the Safety & Quality Monitor assignment.
- Attend the ATI NCLEX review course
- Interview day (see below)

### **Interview Day Requirements:**

You will turn in a resume utilizing a professional format. You will need to present a copy of the resume to your instructor for review and to the person conducting the interview.

**Complete a job application; write a thank you note for an interview, and a letter of resignation from a job.**

On **the interview day**, you must demonstrate preparation for an employment interview and be dressed in professional attire. You will need to bring a notebook of some sort to carry with you to the interview.

**Patient Teaching Oral Presentation Grading Rubric**

<b>Criteria</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Comments</b>	<b>Score</b>
<b>Nonverbal Skills</b>						
Eye Contact	Does not attempt to look at audience at all, reads notes the entire time	Only focuses attention to one particular part of the class, does not scan audience	Rarely looks at someone or some groups during presentation	Consistently looks at someone or some groups at all times		
Facial Expressions	Has either a deadpan expression or shows a conflicting expression during entire presentation	Occasionally displays both a deadpan and conflicting expression during presentation	Occasionally demonstrates either a deadpan OR conflicting expression during presentation	Gives audience clues to what the content of speech is about; Appropriate expression, never notice a deadpan or conflicting expression		
Gestures	No gestures are noticed			Natural hand gestures are demonstrated		
Posture	Sits during presentation or slumps		Occasionally slumps during presentation	Stands up straight with both feet on the ground.		
<b>Vocal Skills</b>						
Enthusiasm	Shows absolutely no interest in topic presented	Shows some negativity toward topic presented	Occasionally shows positive feelings about topic	Demonstrates a strong positive feeling about topic during entire presentation		
Vocalized Pauses (uh, well uh, um)	16 or more are noticed	11-15 are noticed	6-10 are noticed	1-5 vocalized pauses noticed		
<b>Content</b>						
Time frame			Presentation is more or less than required time frame	Presentation falls within required time frame		
Visual Aid		No visual aids	Poor, distracts audience and is difficult to see connection	Visual aid enhances presentation, all thoughts articulated and keeps interest		
Completeness of Content	One or more points left out	Majority of points glossed over	Majority of points covered in depth, some points glossed over	Thoroughly explains all points		
Professionalism of Presentation	Mumbles, audience has difficulty hearing, confusing	Thoughts don't flow, not clear, does not engage audience	Thoughts articulated clearly, though does not engage audience	Presentation is organized and the interest level of the audience is maintained		

Students will be scored 0-3, with 0 as the lowest and 3 as the highest, in the categories of nonverbal skills, vocal skills, and content. Scores will total 0-30 with a 30=100, 29=96, 28=93, 27=90, 26=86, 25=83, 24=80, 23=76, 22=73, 21=70, 20=66, 19=63, 18=60, 17 or below is Failing.

## Safety and Quality Monitor Assignment

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Purpose:** Ensuring overall patient safety and delivery of high quality care is a vital role of nurses. The activities below illustrate the role in assessing that safe; high-quality patient 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 patient 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 patient. 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 patient safety. Complete the activity evaluation. Present at post conference. Submit this packet, in its entirety, to your instructor.

### Patient 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 patient. 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 clients 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 patient that the STC Department of Practical Nursing is committed to educating students to provide patient-centered, high quality, safe patient 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, immediate 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
Patient ABC intact		
Patient 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 PATIENT		
Oxygen: correct flow rate		
Oxygen: tubing free of kinks, client wearing correctly (NC in nares, mask over nose/mouth)		
Foley Catheter: 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		
Patient Concerns or questions identified during interaction: list		

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 patient
- 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 patient safety

**Type a summary to turn into instructor and present at post conference.**

**Safety and Quality Monitor Assignment Evaluation:**

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 patient-centered care.

Strongly Disagree

Disagree

Agree

Strongly Agree

Comments:

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 patient-centered care.

Strongly Disagree

Disagree

Agree

Strongly Agree

Comments:

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

Strongly Disagree

Disagree

Agree

Strongly Agree

Comments:

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

Strongly Disagree

Disagree

Agree

Strongly Agree

Comments: