



PNSG 2415 Leadership Clinical COURSE SYLLABUS Fall Semester 2020

COURSE INFORMATION

Credit Hours/Minutes: 2/4500

Class Location: Georgia Virtual Technical Connection (GVTC)/Blackboard

Class Meets: August 24, 2020 through September 28, 2020 intertwined with PNSG 2255 AND PNSG 2310. See clinical schedule for details.

Course Reference Number (CRN): 20314

INSTRUCTOR CONTACT INFORMATION

Instructor Name: Sheila Van Dyke, BSN, RN

Email Address: Sheila Van Dyke svandyke@southeasterntech.edu

Office Location: Vidalia Campus, Gillis Building, Room 706

Office Hours: Please email the instructor to schedule a virtual appointment via WebEx.

Phone: 912-538-3105

Fax: 912-538-3106

Tutoring Hours: Please schedule an appointment if needed.

Instructor Name: LaKeisha Welch, BSN, RN

Email Address: LaKeisha Welch lwelch@southeasterntech.edu

Office Location: Swainsboro Campus, Building 8, Office 8113

Office Hours: Please email the instructor to schedule a virtual appointment via WebEx.

Phone: 478-289-2337

Fax: 478-289-2336

Tutoring Hours: Please schedule an appointment if needed.

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 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, FA Davis, Linnard-Palmer and Coats
7. Assessment Technologies Institute (ATI)

REQUIRED SUPPLIES & SOFTWARE

Headphones for any ATI assignments, Stethoscope, Blood pressure cuff, Pen Light, Watch with seconds displayed, Scissors, Pen, pencil, paper, highlighter, calculator, 3 ring binder, computer access with webcam and microphone and internet access.

Note: Although students can use their smart phones and tablets to access their online course; exams, discussions, assignments, and other graded activities should be performed on a personal computer. Neither Blackboard nor Georgia Virtual Technical Connection (GVTC) provide technical support for issues relating to the use of a smart phone or tablet so students are advised to not rely on these devices to take an online course.

Google Chrome and Firefox are the recommended browsers to use for blackboard collaborate.

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

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

Order	Description	Learning Domain	Level of Learning
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
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 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 2230 is required in order to pass the semester and progress to the next semester.

Virtual Simulation clinical will not require a calculation examination prior to the activities; however, students must make a 100% on the appropriate calculation exam before attending in-patient/skills laboratory simulation clinical.

Students should complete the pledge acknowledgement quiz in Blackboard on the first day of class.

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.

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:Macy_Gay_mgay@southeasterntech.edu) , 478-289-2274, Building 1, Room 1210

Vidalia Campus: [Helen Thomas hthomas@southeasterntech.edu](mailto:Helen_Thomas_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: [Macy Gay mgay@southeasterntech.edu](mailto:Macy_Gay_mgay@southeasterntech.edu) , 478-289-2274, Building 1, Room 1210
Vidalia Campus: [Helen Thomas hthomas@southeasterntech.edu](mailto:Helen_Thomas_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.

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

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. Students who are dropped from courses due to attendance after the 65% point will receive a WP (Withdrawal Passing-average of 60 or higher) or a WF (Withdrawal Failing-average of 59 or lower). Students will receive a grade of **zero** for all assignments missed beginning with the Last Date of Attendance (LDA) and the date the student exceeds the attendance procedure.

If a student cannot progress in the Program due to academic deficiency, the student will receive a W (Withdrawn) from all PNSG courses for the semester and will be unable to progress in the nursing program. The faculty will enter the LDA along with the W into BannerWeb.

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 accessed 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 165 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: 912-538-3147 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

ASSIGNMENT	GRADE PERCENTAGE
ATI Clinical Module 1	10
ATI Clinical Module 2	10
FA Davis Case Study Leading and Management	10
ATI Virtual Case study: Client rights	10
ATI Virtual Case study: Priority setting	10
ATI Virtual Case study: Survival potential	10
Interview Skills	10
ATI Practice Assessments	20 (Average of 5 ATI practice assessments)
ATI Capstone	10

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

**PNSG 2415 Leadership Clinical
Fall Semester 2020 Lesson Plan**

Date/Day Instructor	Content	Hours	Competency Area
Tuesday 09/15/20 Welch	ATI Module 1: Caring for Acute Clients in Comorbidities Teamwork & Collaboration, Communication	10	Course: 1,2,3,4 Core: a, b, c
Wednesday 09/16/20 Van Dyke	ATI Module 2: Psychosocial Care of the Client Safety	10	Course: 1,2,3,4 Core: a, b, c
Thursday 09/17/20 Welch	FA Davis Case Study Leading and Management	6	Course: 1,2,3,4 Core: a, b, c
Monday 09/21/20 Van Dyke	ATI Virtual Case study: Client rights	5	Course: 1,2,3,4 Core: a, b, c
Tuesday 09/22/20 Welch	ATI Virtual Case study: Priority Setting	8	Course: 1,2,3,4 Core: a, b, c
Wednesday 09/23/20 Van Dyke	ATI Virtual Case study: Survival potential	5	Course: 1,2,3,4 Core: a, b, c

Date/Day Instructor	Content	Hours	Competency Area
Thursday 09/24/20 Welch	Interview Skills <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 • Complete summary on your “WHY” (at least 2 pages, 12 Calibri font, double spaced) <ul style="list-style-type: none"> ○ Why did you decide to become a nurse? ○ What influenced your choice to attend the PN program at STC? ○ What attributes do you possess of a leader? ○ In what ways could you improve in teamwork, communication, and collaboration? ○ Has the recent COVID 19 Pandemic influenced your decision of joining the healthcare work force? 	6	Course: 2 Core: a, b, c
Monday 09/28/20 Van Dyke	PN Comprehensive practice assessment A	2.5	Course: 5 Core: a, b, c
“	PN Comprehensive practice assessment B	2.5	Course: 5 Core: a, b, c
“	Nurse’s Touch: Professional communication Practice Assessment	1	Course: 1,2,3,4 Core: a, b, c
“	Nurse’s Touch: Nursing informatics and technology practice assessment	1	Course: 1,2,3,4 Core: a, b, c
“	Nurse’s Touch: Becoming a professional nurse practice assessment	1	Course: 1,2,3,4 Core: a, b, c
	ATI Capstone 3 hours/week x 6 weeks = 18 hours	18	Course: 5 Core: a, b, c
		Total clinical hours for course: 76	

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.

Southeastern Technical College Practical Nursing

Online Clinical Simulation Student Agreement and Instructions

PURPOSE:

- To afford education that stimulates clinical reasoning, critical thinking skills, and time management strategies in an innovative setting.
- To provide a dedicated environment for students to learn strategies that will enhance client safety and the quality of health care via simulation technology. This environment provides the learner opportunities to participate in clinical experiences in a safe, non-threatening, and structured environment.
- To increase the safety and effectiveness of client care through inventive, interdisciplinary training.
- To build confidence in clinical performance, including clinical reasoning and psychomotor skills.
- To increase exposure to critical, yet low-frequency client encounters in order to minimize the risk to clients.
- To increase effective communication among all members of the health care team.
- To use simulation as a tool for the assessment of clinical skills.

GUIDELINES:

- Throughout your time during the simulation experience, you will interact with several different simulation-based learning experiences. This includes screen-based simulation and/or client actors depending on the specific scenario. You must act as you would in an actual clinical setting.
- Simulation fosters active engagement in a safe learning environment. Your role is to enter into the spirit of the simulation while engaging with the client, family, and other members of your healthcare team. This will provide you with the best active learning opportunity possible.
- Remember confidentiality: what happens in simulation stays in simulation. You should participate in simulation with a non-judgmental attitude and be open to learning from your clients, peers and faculty.
- Students should abide by the clinical rules and regulations in the student handbook. This includes, but is not limited to:
 - Attendance/tardiness
 - Clinical preparedness (supplies and equipment)
 - Confidentiality/HIPPA
 - Professional conduct and standards

STUDENT BEHAVIOR IN SIMULATION:

- Professional attitudes at all times.
- You must act as you would in an actual clinical setting.
- No using excuses. Please refrain from saying "this does not look/feel real", "I would not do this in real life", or anything of the sort. Remember this **IS** real.
- Adhere to your assigned role and practice within your scope of practice.
- Treat your team members, clients, and instructors with respect and dignity.

- Disciplinary action for professional misconduct will be followed based on the standards in the PN student handbook.

TIME FRAME:

- **0800** Clinical day starts with prebriefing session in Blackboard collaborate
- Lunch break varies dependent upon the specific clinical day. See module lesson plan for specific lunch time.
- **1600** Debriefing session in Blackboard collaborate
- Students should complete Activities within the learning Module in the sequence that the activities are numbered. Activities are placed in a specific sequence to enhance the clinical simulation experience.
- See learning modules for the specific times that the activities are due.

GENERAL INSTRUCTIONS FOR ACTIVITIES:

- ATI assignments or activities that have been completed previously in another course must be completed again when assigned in a clinical module. Please be aware that ATI activities/assignments have the date and time attached when completed by the student.
- The student should use the allotted time for the activity/assignment as outlined in the clinical module.
- ATI templates can be found on the ATI website and can be downloaded/edited by the student. The student may complete the template by typing or writing the information as long as the template is completed in its entirety.
- Students should have ATI books. The ATI books can also be found on the ATI website.
- Assignments/activities will either be completed from the ATI website or by the student and placed into Blackboard. See modules for specific activity locations.

CLINICAL GRADE FOR ONLINE CLINICAL MODULES:

- The instructor will view the ATI reports to ensure the student has completed the activity with the appropriate time and score.
- Each activity within a module will receive a grade based on ATI score or points for completion. The activity grades will be averaged and the student will receive a final grade for the entire module. See clinical rubric for further details.

Virtual Clinical Module Grading Rubric

- ATI activities will receive numeric grade/score.
- Activities such as completion of templates, case study response, and reflection questions will receive points for completion.
 - See Blackboard activities grading rubric
- The activity grades will be averaged together to form one final grade for each clinical module

EXAMPLE:

ACTIVITY	POINTS POSSIBLE	GRADE/POINTS EARNED
Activity 1	10	90% ATI grade = 9 points
Activity 2	10	10 points for complete templates
Activity 3	10	9 points for one area incomplete on medication cards
Activity 4	10	70% ATI grade= 7 points
Activity 5	10	100% ATI grade= 10 points
Activity 6	10	Case study and response complete= 10 points
Activity 7	10	88% ATI grade = 8.8 points
Activity 8	10	60% ATI grade = 6 points
Activity 9	10	Reflection questions answered= 10 points
Activity 10	10	100% ATI grade = 10 points
		Final grade for clinical module: 89.8

MODULE 1 AND MODULE 2

ACTIVITY	POINTS POSSIBLE	GRADE/POINTS EARNED
Activity 1	10	
Activity 2	10	
Activity 3	10	
Activity 4	10	
Activity 5	10	
Activity 6	10	
Activity 7	10	
Activity 8	10	
Activity 9	10	
Activity 10	10	
		Final grade for clinical module:

Blackboard Activities Grading Rubric

- FA Davis Case Study Leading and Management
- ATI Virtual Case Study: Client Rights
- ATI Virtual Case Study: Priority Setting
- ATI Virtual Case Study: Survival Potential
- Interview Skills

Grade	
100	Assignment is completed in its entirety. Does not contain any inaccurate information and is not lacking any clinically important information.
90	Assignment is nearly complete with the exception of one area - inaccurate information or lacking clinically important information in one area.
80	Assignment is nearly complete with the exception of two areas - inaccurate information and/or lacking clinically important information in two areas.
70	Assignment is nearly complete with the exception of three areas – inaccurate information and/or lacking clinically important information in three areas.
60	Assignment is nearly complete with the exception of four areas – inaccurate information and/or lacking clinically important information in four areas.
50	Assignment is nearly complete with the exception of five or more areas – inaccurate information and or lacking clinically important information in five or more areas.
0	Assignment not done or submitted late.

_____ Preliminary Activity Grade

Points deducted from preliminary activity grade for spelling / grammar errors:

- 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

_____ Final Activity Grade

Example:

Preliminary Grade = 80 (two areas incomplete)

2 points deducted for 5 spelling errors

Final Activity Grade = 78

Daily online clinical time sheet located in module folders. Complete daily and submit to applicable drop box by 2100.

EXAMPLE:

PNSG 2415 Online Clinical Time Sheet

Module 1: Prenatal Care and Challenges (**10 hours / 600 minutes**)

Student: _____

Activity	Start Time	End Time	Time Spent in Activity (minutes)	Time Allocated for Activity (minutes)
Prebriefing				30 min
1				30 min
2				30 min
3				30 min
4				60 min
5				60 min
6				45 min
7				60 min
8				60 min
Debriefing				30 min
9				90 min
10				75 min

Total Time: _____ minutes

600 min