

This is a SouthArk Master Syllabus. The course syllabus distributed by the instructor may include additional requirements, must be followed by the student in the given term, and is considered to supersede the Master Syllabus.

Course Number
RNSG 2223

Course Title
Nursing Practicum II

Course Description

RNSG 2223, Nursing Practicum II, applies concepts learned in RNSG 2216 to provide safe, quality, patient-centered care to a diverse patient population focusing on wellness and acute conditions affecting the childbearing family, newborn, women’s health, and pediatric patients. Applies maternal/child and pediatric nursing theory, communication, collaboration, caring, and critical thinking/clinical reasoning necessary for safe, patient-centered nursing care to developmentally and culturally diverse families and children. Incorporates evidence-based practice, quality improvement, professional standards, and legal and ethical responsibilities of the professional nurse into the care of the child-bearing family and children in a variety of healthcare settings. Demonstrates the application of knowledge and skills learned in the co-requisite nursing course, RNSG 2216.

College Mission

South Arkansas Community College promotes excellence in learning, teaching, and service; provides lifelong educational opportunities; and serves as a cultural, intellectual, and economic resource for the community.

College Wide Student Learner Outcomes

Critical Thinking Responsibility Communication

ACTS Course **Program Course** ARNEC

Program Outcomes

1. Provide quality, safe, holistic, patient-centered, evidence-based nursing to diverse patient populations across the lifespan guided by a caring attitude.
2. Engage in critical thinking necessary to provide quality patient care.
3. Implement quality improvement measures for diverse patient populations.
4. Participate in collaborative relationships with members of the inter-professional team.
5. Use information management principles, techniques, and systems, and patient care technology to communicate, manage knowledge, mitigate error, and support decision-making.
6. Provide leadership in a variety of healthcare settings for diverse patient populations.
7. Function as a competent nurse assimilating professional, ethical, and legal guidelines in practice as a professional nurse.

ACTS Outcomes

Course Outcomes

| CLO # | Course Outcomes | Unit Outcomes/ Competencies | ACTS | Program Outcomes | Critical Thinking | Communication | Responsibility | Assessment |
|-------|---|--------------------------------|------|------------------|-------------------|---------------|----------------|--|
| CLO 1 | Conduct a general head-to-toe and focused physical, behavioral, psychological, and spiritual assessment of health and illness | | | 1, 2, | | | R2 | Daily Student Clinical Evaluation Tool 1 & 2 |

| | | | | | | | | |
|--------|---|--|--|-------------|------|--------|----|--|
| | parameters to plan care for the child-bearing family and children. | | | | | | | |
| CLO 2 | Deliver patient-centered care that reflects an understanding of human growth and development, pathophysiology, pharmacology, medical management, and nursing management for the child-bearing family and children. | | | 1 | | | | Daily Student Clinical Evaluation Tool 1 |
| CLO 3 | Deliver patient-centered, evidence-based care that respects patient and family preferences. | | | 1 | | | | Daily Student Clinical Evaluation Tool 1 |
| CLO 4 | Compare and contrast factors that create a culture of safety and caring when caring for the child-bearing family and children. | | | 1 | | | | Daily Student Clinical Evaluation Tool 1 |
| CLO 5 | Deliver compassionate, culturally-competent care that respects patient and family preferences. | | | 1 | | | | Daily Student Clinical Evaluation Tool 1 |
| CLO 6 | Implement National Patient Safety Goals that can be used to maintain a safe environment when caring for the child-bearing family and children. | | | 3 & 7 | | | | Daily Student Clinical Evaluation Tool 3 & 7 |
| CLO 7 | Develop an individualized teaching plan that reflects developmental stage, age, culture, spirituality, patient preferences, and health literacy considerations when caring for the child-bearing family and children. | | | 1, 2, & 7 | | | | Daily Student Clinical Evaluation Tool 1, 2, & 7 |
| CLO 8 | Identify evidence-based nursing interventions appropriate for managing care for the child-bearing family and children. | | | 2 & 5 | | | | Daily Student Clinical Evaluation Tool 2 & 5 |
| CLO 9 | Anticipate expected patient outcomes used to evaluate the effectiveness of nursing interventions when caring for the child-bearing family and children. | | | 2 & 5 | | | | Daily Student Clinical Evaluation Tool 2 & 5 |
| CLO 10 | Implement a hand-off communication to facilitate safe, patient-centered transitions of care for the child-bearing family and children. | | | 3 & 4 | | C1, C2 | R2 | Daily Student Clinical Evaluation Tool 3 & 4 |
| CLO 11 | Base nursing interventions on factors that contribute to health promotion and risk reduction in the care of the child-bearing family and children. | | | 1, 2 & 7 | | | R2 | Daily Student Clinical Evaluation Tool 1, 2 & 7 |
| CLO 12 | Analyze the healthcare microsystem and its impact on providing safe, quality care for the child-bearing family and children. | | | 2 & 5 | CT 1 | | | Daily Student Clinical Evaluation Tool 2 & 5 |
| CLO 13 | Revise the plan of care based on an ongoing evaluation of patient outcomes. | | | 1, 2, 3 & 5 | | | R2 | Daily Student Clinical Evaluation Tool 1, 2, 3 & 5 |
| CLO 14 | Safely perform psychomotor skills for the efficient, safe, and | | | 1 & 2 | | | R2 | Daily Student Clinical Evaluation Tool 1 & 2 |

| | | | | | | | | |
|--------|--|--|--|-------------|------|--|----|--|
| | compassionate delivery of patient care. | | | | | | | |
| CLO 15 | Accurately document all aspects of patient care. | | | 3 & 5 | | | R2 | Daily Student Clinical Evaluation Tool 3 & 5 |
| CLO 16 | Deliver care within expected timeframe. | | | 1 & 7 | | | R2 | Daily Student Clinical Evaluation Tool 1 & 7 |
| CLO 17 | Analyze the effects of using the delegation process used when working with other healthcare team members in the care of the child-bearing family and children. | | | 2, 4 & 6 | CT 1 | | | Daily Student Clinical Evaluation Tool 2, 4 & 6 |
| CLO 18 | Develop an individualized plan of care for patients and the patient's family and/or support network. | | | 2, 3 & 5 | CT 1 | | R2 | Daily Student Clinical Evaluation Tool 2, 3 & 5 |
| CLO 19 | Adapt to the provision of patient care related to differences in the maternal/child and pediatric units. | | | 1, 3 & 6 | | | R2 | Daily Student Clinical Evaluation Tool 1, 3 & 6 |
| CLO 20 | Analyze the nursing leadership's effect on improved patient safety and quality care on the maternal/child and pediatric units. | | | 2 & 5 | CT 1 | | | Daily Student Clinical Evaluation Tool 2 & 5 |
| CLO 21 | Serve as a patient advocate on the maternal/child and pediatric units. | | | 1, 4, 6 & 7 | | | R2 | Daily Student Clinical Evaluation Tool 1, 4, 6 & 7 |

Unit Outcomes/ Competencies

[Click here to enter text.](#)

Assessment Description(s)

Satisfactory (S) clinical performance is the achievement of NA, M, or E on ALL performance expectations for Course Competencies for each Program Outcome, or no more than 2 "NIs" for each outcome/competency.

Unsatisfactory (U) clinical performance for the day is receiving a U or 3 "NI" grades on ANY of the performance expectations for Course Competencies for each Program outcome.

If the student receives a grade of Unsatisfactory (U), the clinical instructor will work with the student to complete an Action Plan that identifies remediation the student must complete and criteria the student must achieve to successfully meet the Course Competency (ies) and Program Outcomes.

Three daily grades of Unsatisfactory (U) received by the student in one semester will indicate that the student is not making satisfactory progress. The student will be administratively withdrawn and dismissed from the program.

Evaluation Guide:

E Exceeds performance expectations for outcome/competency

M Meets performance expectations for outcome/competency

NI Needs Improvement on performance expectations for outcome/competency

U Unsatisfactory--Does not meet performance expectations for outcome/competency

NA No opportunity to meet performance expectations for outcome/competency

Materials and Technological Requirements

Drug Handbook. Either 2014, 2015, or 2016 edition that contains Nursing Implications

Recommended:

Computer with Internet access (DSL/broadband is preferred)

Class Attendance Policy

Students are expected to attend all classes in which they are enrolled. If a student is absent from a class session, it is the student's responsibility to make arrangements to complete or make up any work missed. No make-up work for missed classes will be allowed without the approval of the instructor. Students who enroll late must assume all responsibility for work missed. Classes not attended as a result of late enrollment may be counted toward excessive absences. Students not attending the entire class period may be counted absent for that period. An instructor may drop students with a grade of "WE" if students have been absent for an excessive number of days. Warning letters will

be sent to the students advising them of the consequences of nonattendance and urging them to contact their instructors immediately. Excessive absences are defined as follows:

Regular Semester

| | |
|---|------------|
| Courses which meet once a week | 2 absences |
| Courses that meet twice per week | 3 absences |
| Courses that meet four times per week | 5 absences |

Summer Session

| | |
|---|------------|
| Courses that meet four times per week in a five week session | 3 absences |
| Courses which meet two evenings per week in a 10 week session | 3 absences |

Students enrolled in special programs or individualized instruction should contact their program director/instructor regarding specific attendance requirements for the program/course. Some of the selective-admission, health-science programs have specific criteria regarding attendance. Students are encouraged to refer to program policies in these matters.

Jury Duty/Military/Official School Function

Scheduled absences are those that occur due to college-related activities or as a result of summons to jury duty or military duty. Classes missed as a result of scheduled absences will not be counted as excessive absences if the instructor is notified and provided documentation prior to the absence(s). Make-up work for scheduled absences will be at the discretion of the instructor.

In all instances, documentation must be provided to the instructor within 24 hours of receipt. Documentation should come from an appropriate party on letterhead or other official stationery with a signature and contact information. Documentation should list the corresponding dates of the leave.

Medical leave

For medical-related absences, documentation must include written notice from the treating medical professional documenting time needed off related to medical reasons and time student may resume classes. The medical reason does not need to be listed on the documentation; the documentation must include only that there is a medical reason, the amount of time the student needs to be absent, and the time the student should be able to return to classes. Students who elect to work at home while on excused leave must meet with their instructors to make arrangements to do so. Working on coursework while on medical leave is not a requirement but can be requested by students. If students request that they be allowed to work at home while on an excused leave, the instructor will make every reasonable effort to ensure that the student is able to do so.

For students who have a medical condition necessitating time off or accommodation:

- 1) They may work at home on assignments if they choose to if on medical leave approved by a medical professional
- 2) Receive appropriate accommodations related to coursework (i.e., excused from labs with potentially harmful chemicals, have a larger desk, etc.)
- 3) Resume their studies where they left off once they return to classes
- 4) Be allowed to make up any missed work related to medical leave
- 5) Receive incompletes on their transcripts until coursework is completed, according to the incomplete grade contract.
- 6) Be given a reasonable time frame in which to complete missed coursework

Academic Honesty Policy

Students enrolled at South Arkansas Community College are expected at all times to uphold standards of integrity. Students are expected to perform honestly and to work in every way possible to eliminate academic dishonesty. Academic dishonesty includes cheating and plagiarism, which are defined as follows:

- Cheating is an attempt to deceive the instructor in his/her effort to evaluate fairly an academic exercise. Cheating includes copying another student's homework, class work, or required project (in whole or in part) and/or presenting another's work as the student's own. Cheating also includes giving, receiving, offering, and/or soliciting information on a quiz, test, or examination.
- Plagiarism is the copying of any published work such as books, magazines, audiovisual programs, electronic media, and films or copying the theme or manuscript of another student. It is plagiarism when one uses direct quotations without proper credit or when one uses the ideas of another without giving proper credit. When three or more consecutive words are borrowed, the borrowing should be recognized by the use of quotation marks and proper parenthetical and bibliographic notations.

If, upon investigation, the instructor determines that the student is guilty of cheating or plagiarism, the following penalties will apply:

- The student will receive a penalty of no less than a zero on the work in question.
- The instructor will submit a Student Academic Misconduct Form, written report of the incident, to the appropriate dean.
- The dean will submit form to Vice President for Learning to determine disciplinary action.
- The Vice President for Learning will determine whether further disciplinary action will be taken.
- All decisions may be appealed for review through the college's academic appeals procedure.

Equal Opportunity-Affirmative Action Statement

South Arkansas Community College does not discriminate on the basis of age, race, color, creed, gender, religion, marital status, veteran's status, national origin, disability, or sexual orientation in making decisions regarding employment, student admission, or other functions, operations, or activities.

Library Services

Library Homepage: <http://southark.libguides.com/homepage> Library Contact: LibraryStaff@southark.edu or 870.864.7115

Procedures to Accommodate Students with Disabilities:

If you need reasonable accommodations because of a disability, please report this to the Vice President of Student Services with proper documentation. . VPSS Contact: 870.875.7262

The Early Alert System

In an effort to ensure student retention and success, South Arkansas Community College employs an Early Alert System to identify and support at-risk students as soon as possible in a given semester. The intent of Early Alert is to provide this assistance while there is still time to address behaviors or issues that have the potential of preventing students from completing their courses and degree plans. Students referred through the Early Alert System will be required to work on a corrective action plan with their student advising coach and to include attendance accountability and mandatory academic tutoring either in the academic division or in the Testing and Learning Center (TLC).

Once the Student Advising Coach has met with the referred student, and again when the student has met the prescribed corrective actions, the coach will update the Early Alert System so that the instructor is kept informed of the progress in resolving issues.

Behavioral Review Team

At South Arkansas Community College (SouthArk), we are committed to proactive leadership in student wellbeing and campus safety. By focusing on prevention and early intervention with campus situations that involve any person experiencing distress or engaging in harmful or disruptive behaviors, the BRT will serve as the coordinating hub of existing resources to develop intervention and support strategies and offer case management. Students, faculty, staff, and campus guests are encouraged to report any person on campus who is a concern. BRT Contact: 870.875.7262 BRT@southark.edu

Date of Revision: 9/12/2016