



Edison State Community College

Associate Degree Nursing Program

NUR 265S
Clinical Applications in Nursing II

2026FS

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EDISON STATE COMMUNITY COLLEGE**Syllabus Part I****Course Number**

NUR 265S

Course Title

Clinical Applications in Nursing II

Course	Total Credits	Didactic	Combined Lab and Clinical Hours	Lab	Clinical
NUR265S	7.5 (181.25 Course Clock Hours)	4 (50 Theory Clock Hours)	3.5 (131.25 Course Clock Hours)	1 (37.5 Lab Clock Hours)	2.5 (93.75 Clinical Clock Hours)

COURSE DESCRIPTION

Focuses on the knowledge, skills and attitudes needed to practice evidence-based, patient-centered nursing. Competency areas include comprehensive assessment of human needs and care management of patients experiencing complex medical-surgical or mental health changes. Focus areas include demonstrating abilities related to teamwork and collaboration, quality improvement, safety and informatics. Clinical opportunities include hospital medical-surgical units, mental health facilities, and community placements. Prerequisite: NUR 165S or NUR 210S, BIO 242S with a grade of 'C' or better. Lab fee.

Course Learning Outcome	Course Goals	Program Outcomes	Bloom's Level
	The student will:		
1	Provide health teaching and counseling, incorporating client preferences and values.	1	Applying
2	Provide and direct nursing care that promotes the emotional, mental, and social well-being of the clients.	1	Applying
3	Provide and direct nursing care that incorporates growth and development principles, prevention and/or early detection of health problems, and strategies to achieve optimal health.	2	Applying
4	Prioritize the delivery of client care.	2	Analyzing
5	Recognize factors that influence care delivery, including ethical and legal standards, clinical opinion vs. scientific evidence, and regional, national, and global implications.	3	Understanding
6	Value performance improvement/quality improvement processes that optimize care delivery and promote safety.	4	Evaluating
7	Strengthen clinical decision-making through information obtained from technology and information systems.	5	Evaluating
8	Collaborate with other members of the health care team, communicating accurate and timely information to determine the clients' plan of care and the discharge plan.	6	Evaluating

9	Evaluate standards of practice identified by accrediting agencies and health care organizations including their impact on patient care and resource utilization.	7	Evaluating
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CORE VALUES

The Core Values are a set of principles that guide in creating educational programs and environments at Edison State. They include communication, ethics, critical thinking, human diversity, inquiry/respect for learning, and interpersonal skills/teamwork. The goals, objectives, and activities in this course will introduce/reinforce these Core Values whenever appropriate.

TOPIC OUTLINE

1. Social, Emotional, and Behavioral Concerns
2. Nursing Practice for Clients with Mental Health Disorders
3. Alterations of End of Life
4. Introduction to Critical Care and Emergency Nursing
5. Critical Alterations in Gas Exchange
6. Critical Endocrine Dysfunction
7. Alterations in Cancer
8. Critical Alterations in Perfusion
9. Alterations in Immunity and Inflammatory Process
10. Alterations in Neurologic Function
11. Alterations in Spinal Cord Function
12. Critical Neurologic Dysfunction
13. Alterations in Cognition
14. Alterations in Kidney Function and Elimination
15. Alterations in Hematologic Function
16. Pharmacology
17. Nutrition

EDISON STATE COMMUNITY COLLEGE
Syllabus Part II

Clinical Application in Nursing II-265-001FS

Course Faculty

Kerry Dowling MS, RN

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Cell phone: 937-778-7923

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Office hours: Office hours vary weekly based on clinical and classroom schedules. Office hours will be posted in Blackboard each week. Please email for an appointment, or click on the Bookings Link.

Master of Science in Nursing Education, Capella University, 2016

Marci Langenkamp MS, RN

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Office hours: Office hours vary weekly based on clinical and classroom schedules. Office hours will be posted in Blackboard each week. Please email for an appointment, or click on the Bookings Link.

Master of Science Nursing, Wright State University, 1992

Adjunct Faculty

Tanita Brock MS, RN

E-mail: tbrock@edisonohio.edu

Master of Science in Nursing Education, Ohio University, 2016

Dane Rice BS, RN

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Bachelor of Science in Nursing, Kettering College, 2023

Mitch Todd, BSN, RN

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Bachelor of Science in Nursing, Western Governors University, 2026

Course Material

The NUR 265S student is required to purchase:

- ATI: Adult Medical Surgical Engage Series
- Skills Kit for NUR 265S (There are different skills kits for new and repeating students.)

The NUR 265S student will utilize resources purchased in a previous nursing course:

- Weber: Nurses Handbook of Health Assessment, 10th Ed
- Saunders: Elsevier: Saunders Comprehensive Review for the NCLEX-RN Exam, 8th Ed

The NUR 265S student may purchase:

- Cardiac Dysrhythmias resource

Weekly Class Schedule

Date	Topic	Class quiz/test	Due date	ATI		ATI		Additional information
				Engage	Due date	Assessment	Due date	
WEEK 1 Aug 24 - Aug 28								
Aug 25 Campus Lab	Topics listed on Campus Lab Schedule			Med-Surg Critical End of Life	Friday Aug 28 4:00 PM			All students
Aug 26 Class	Critical Alterations in Gas Exchange	Gas Exchange Class Quiz Assignment	Friday Aug 28 8:30 AM	Medical Surgical Critical Alterations of Gas Exchange	Friday Aug 28 4:00 PM			All students
Aug 27 Campus Lab	Topics listed on Campus Lab Schedule			Mental Health Grief and Loss	Friday Aug 28 4:00 PM			All students
WEEK 2 Aug 31 - Sept 4								
Sept 1	Skills Practice 8 am-1 pm							Only hospital 1 st rotation students
Sept 2 Class	Alterations in Hematologic Function	Hematology Class Quiz Assignment	Wed. Sept 2 8:30 AM	Medical Surgical Alterations in Hematologic Function	Wed. Sept 2 8:30 AM			All students
Sept 3 Campus Lab	Topics listed on Campus Lab Schedule	Dosage Calculations Quiz 9 AM	In class	1. Medical Surgical Introduction to Critical Care and Emergency Nursing 2. Mental Health Trauma, Crisis, Disaster, and Related Disorders	Both modules : Thursday Sept 3 8:30 AM			All students
Sept 4	Skills Checkoffs	Campus Lab Test (Only for hospital 1 st rotation students)						Only hospital

	as scheduled							1 st rotation students
Date	Topic	Class quiz/test	Due date	ATI		ATI		Additional information
				Engage	Due date	Assessment	Due date	
WEEK 3 Sept 7 - Sept 11	Critical Alterations in Perfusion	Cardiac Dysrhythmias Written Quiz I Perfusion Quiz Assignment	In class Wed. Sept 9 8:30 AM	Critical Alterations in Perfusion	Wed. Sept 9 8:30 AM	Targeted Med-Surg 2023: Cardio-vascular	Friday Sept 11 Midnight	<i>Campus closed Sept 7</i> Cardiac simulation
WEEK 4 Sept 14 - Sept 18		TEST A Wed, Sept 16 9 AM				2023 Med-Surg: RN Pharm Online Practice 2023A	Friday Sept 18 Midnight	
WEEK 5 Sept 21 - Sept 25	Alterations in Kidney Function and Elimination	Kidney Quiz Assignment	Wed. Sept 23 8:30 AM	Alterations in Kidney Function and Elimination	Wed. Sept 23 8:30 AM	Targeted Med-Surg 2023: Renal & Urinary	Friday Sept 25 Midnight	
WEEK 6 Sept 28 - Oct 2	Alterations in Immunity and Inflammatory Process	Immunology Quiz Assignment	Wed. Sept 30 8:30 AM	Alterations in Immunity and Inflammatory Process	Wed. Sept 30 8:30 AM	Targeted Med-Surg 2023: Immune	Friday Oct 2 Midnight	
WEEK 7 Oct 5 - Oct 9	Critical Endocrine Dysfunction; Cancer	Cardiac Dysrhythmias II Written Quiz Endocrine/	In class	1. Critical Endocrine Dysfunction 2. Cancer	Both modules : Wed. Oct 7	Targeted Med-Surg 2023: Endocrine	Friday Oct 9 Midnight	

		Cancer Quiz Assignment	Wed. Oct 7 8:30 AM		8:30 AM			
Date	Topic	Class Quiz/Test	Due date	ATI		ATI		Additional information
				Engage	Due date	Assessment	Due date	
WEEK 8 Oct 12 - Oct 16		TEST B Wed, Oct 14 9 AM				2023 RN Adult Med-Surg Online Practice Test A for NGN	Friday Oct 16 Midnight	
WEEK 9 Oct 19 - Oct 23								
Oct 20	Skills Practice 8 am-1 pm							Only hospital 2 nd rotation students
Oct 21	Alterations in Neurologic Function; Critical Neurologic Dysfunction	Alterations in Neurologic Function/ Critical Neurologic Dysfunction Quiz Assignment	Wed. Oct 21 8:30 AM	1. Alterations in Neurologic Function 2. Critical Neurologic Dysfunction	All 3 modules : Wed. Oct 21 8:30 AM	2023 Targeted MS Neuro- sensory and Musculo- skeletal	Friday Oct 23 Midnight	Communit y post- conf. Wed. Oct 21 2:00 PM (Only for community 1 st rotation students)
Oct 23	Skills Checkoffs as scheduled	Campus Lab Test (Only for hospital 2 nd rotation students)						Only hospital 2 nd rotation students

Date	Topic	Class quiz/test	Due date	ATI		ATI		Additional information
				Engage	Due date	Assessment	Due date	
WEEK 10 Oct 26 - Oct 30	Alterations in Spinal Cord Function; Alterations in Cognition; Neurocognitive Disorders	Spinal Cord Function/Cognition/Neurocognitive Disorders Quiz Assignment ATI Med-Surg proctored exam (after class)	Wed. Oct 28 8:30 AM	1. Alterations in Spinal Cord Function 2. Alterations In Cognition 3. Neurocognitive Disorders	Both modules : Wed. Oct 28 8:30 AM	2023 RN Adult Med-Surg Online Practice Test B for NGN	Friday Oct 30 Midnight	Neuro simulation
WEEK 11 Nov 2 - Nov 6		TEST C Wed, Nov 4 9 AM						
WEEK 12 Nov 9 - Nov 13	Mental Health Part I	Veterans Day Alternative Assignment, due Friday, 2pm		1. Abuse, Aggression, Violence 2. Phys & Psych Response to Stress 3. Anxiety, OCD, and Related Disorders 4. Substance-Related & Addiction Disorders	All 4 modules : Wed. Nov 11 8:30 AM	RN Mental Health Online Practice Test A for NGN	Friday Nov 13 Midnight	<i>Campus closed Nov 11</i>
WEEK 13 Nov 16 - Nov 20	Mental Health Part II	Mental Health Part II Quiz Assignment	Wed. Nov 18 8:30 AM	1. Mood Disorders and Suicide 2. Personality Disorders 3. Disruptive Behavioral Disorders 4. Somatic Symptoms and Dissociative	All 5 modules : Wed. Nov 18 8:30 AM			Group project due Nov 18 9 AM Community post-conf.

				Disorders 5. Eating Disorders				Wed. Nov 18 2:00 PM (Only for community 2 nd rotation students)
Date	Topic	Class quiz/test	Due date	ATI		ATI		Additional information
				Engage	Due date	Assessment	Due date	
WEEK 14 Nov 23 - Nov 27	Mental Health Part III	ATI Mental Health proctored exam (after class)		1. Neurodevelopmental Disorders 2. Schizophrenia, Spectrum Disorders, and Psychosis	Both modules : Wed. Nov 25 8:30 AM	RN Mental Health Online Practice Test B for NGN	Friday May 1 Midnigh t	<i>Campus closed Nov 26-27</i>
WEEK 15 Nov 30 - Dec 4		TEST D Wed, Dec 2 9 AM						
WEEK 16 Dec 7 - Dec 11		FINAL EXAM Wed, Dec 9 9 AM						

Campus Lab Schedule* 2026FS

All students are required to attend Campus Lab during Weeks 1 & 2, as scheduled below.

Date	Content
<u>Week 1</u> Tuesday, August 25 9 am - 4:30 pm	▪ Class Welcome; Introductions ▪ Overview/Orientation Paperwork ▪ Weekly Class Schedule Review ▪ Syllabus Review ▪ Dosage Calculations ▪ Cardiac Dysrhythmias ▪ Community Clinical Portfolios ▪ Clinical Overviews ▪ Title IX ▪ Resiliency ▪ Med-Surg Critical End of Life
Thursday, August 27 9 am - 4:30 pm	▪ Dosage Calculations Practice ▪ Studying and Note-Taking Tips ▪ Patient Care Standards ▪ HIPAA/Social Media/Networking ▪ A Just Culture ▪ Cardiac Dysrhythmias ▪ Orientation to Simulation ▪ Security ▪ Mental Health Grief and Loss
<u>Week 2</u> Thursday, September 3 9 am - 4:30 pm	▪ Dosage Calculations Quiz @ 9 am ▪ Cardiac Dysrhythmias ▪ Ethical Decision-Making ▪ Medication Overview ▪ Practice NCLEX questions ▪ Medical Surgical Introduction to Critical Care and Emergency Nursing ▪ Mental Health Trauma, Crisis, Disaster, and Related Disorders

Students who are scheduled for the 1st rotation hospital clinicals (Weeks 3-8) are required to attend campus lab as scheduled below.

Date	Content
Tuesday, September 1 8 am - 1 pm	▪ Skills Practice ▪ Hospital Clinical Portfolio
Friday, September 4 Checkoffs as scheduled; Campus Lab test ON CAMPUS	▪ Skills Checkoffs ▪ Campus Lab Test

Students who are scheduled for the 2nd rotation hospital clinicals (Weeks 10-15) are required to attend campus lab as scheduled below.

Date	Content
Tuesday, October 20 8 am - 1 pm	▪ Skills Practice ▪ Hospital Clinical Portfolio
Friday, October 23 Checkoffs as scheduled; Campus Lab test ON CAMPUS	▪ Skills Checkoffs ▪ Campus Lab Test

* All students are required to wear full uniform for all Campus Labs.

COLLEGE SUPPORT SERVICES

Computer Services

When working on campus, computers with internet access are available in the internet café. The Tutoring Center has computers and printers available for student use.

Advising Services

Edison State's career pathways advisors are your partners in success. A career pathways advisor is the first advisor that you will meet with once you have made the decision to further your education. Together, you and your career pathways advisor will:

- Identify the right academic major to set you on your desired career path.
- Identify the courses you'll need to accomplish your academic goals.
- Help you develop a student educational plan (SEP) tailored to your lifestyle and work schedule.
- Prepare you to navigate your semesters at Edison State.

If you have questions, contact your career pathways advisor. You can find their e-mail at <https://www.edisonohio.edu/Advising/> or contact your faculty advisor.

eCampus Services

The online bookstore carries all books and required materials for Edison State courses. Through the Edison State customized eCampus online storefront, you will be able to access your course materials through a single sign-on process. Once logged in, you can view your course materials and select purchasing options that fit your needs. eCampus offers course materials at digital, new, used and rental pricing and offers varying shipping options.

Career and Job Services

Our Career and Job Services advisors are dedicated to helping students and alumni advance their professional development as they make career decisions, develop job search strategies, pursue experiential opportunities, and secure employment. Career and Job Services also provides career assessments, career information, resume and cover letter help, job postings and resources, tips for interviewing and more. Visit <https://www.edisonohio.edu/Career-and-Job-Services/> for more information.

Disability Services

Edison State Community College will make reasonable accommodations for students with documented disabilities. If you believe that you may need an accommodation based on the impact of a disability, contact the instructor privately with your Self-Identification Letter. If you do not have a Self-Identification Letter, contact the Office of Disability Services by email accessibilitysupport@edisonohio.edu or call 937.381.1548. The Office of Disability Services is located on the Piqua Campus in Room 160. For additional information, visit the <https://www.edisonohio.edu/services-support/accessibility-disability-support-services> page.

Student Wellness Center

College is stressful! Feeling burnt out, anxious, frustrated? When challenges arise, it's helpful to have someone to talk to. We have partnerships established with many local mental health providers and can connect you with area resources.

Support Services Available

Edison State has built a network of health professionals to support students. With these partnerships, students who need support in areas such as:

- Recovery and counseling referral
- Housing
- Food
- Physical well-being

Information and Education

We also provide information and education on the topics of:

- Alcohol and drug abuse and prevention
- Sexual assault prevention and awareness
- Building healthy relationships
- Inclusion and belonging
- Survivor support
- Self-care
- Anti-hazing

Getting Help

If you are struggling and need to speak with someone in person, please reach out to the Dean of Student Affairs.

Emergency Resources

If this is a medical emergency, please call 911. If this is a mental health emergency, please call 988.

Library Services

The Edison State library is not only a comfortable place to study, but it has an expansive collection of online resources available to help students with research. Resources available to students include:

- Library web page: <https://www.edisonohio.edu/library/libguides>
- For short instructional videos about using resources: <https://libguides.edisonohio.edu>
- Library staff assistance: library@edisonohio.edu, 937-778-7950, or visit the library.

Student Resource Center and Pantry

Edison State Community College is proud to assist students needing help to obtain basic necessities. The Student Resource Center and Pantry is stocked with all kinds of grab-and-go snacks, meal supplies, toiletries, household needs, and community resources. Stop by and check out our centers in Room 163 at Piqua, in the student lounge at Troy, in the Brooke-Gould Learning Resource Center at Eaton, and in Room 121 at Greenville. If you need additional assistance, please reach out at ResourceCenter@edisonohio.edu.

Technical Support Services

For Blackboard Assignment issues, the Instructor should be the first point of contact

For Log-in or other technology issues:

There are several steps you can follow if you have issues logging in to Blackboard or Office. During business hours:

- Password reset: Log onto office.com with your Edison email and follow the “forgot password” prompts.
- Reach out for help during regular business hours (9-5 Monday-Thursday, 9-4 Friday) or email to support@edisonohio.edu or call 937-778-8600 and ask for IT Help Desk. After hours:

- Password reset: Log onto office.com with your Edison email and follow the “forgot password” prompts

***The total does not indicate a passing or failing grade for this course. A valid attempt for all essays (media analysis, feature article, research narrative, and essay critique) is necessary to receive a passing grade to pass the course.**

- Go to www.edisonohio.edu into the Resources tab and click "ITHelpDesk" then click "Chat".
- Call 937-778-7957 and talk to the off-campus Blackboard company to get help.

Tutoring Services

All Edison State students are eligible to receive free tutoring and learning support services through our Tutoring Center. Available services include Edison State tutors, both online and in-person, covering a wide variety of courses including various levels of math and paper reviews, online tutoring through OhioLINK eTutoring, distraction-reduced study rooms, and the use of Tutoring Center resources including subject-specific and general study guides. For more information on tutoring services, visit the Tutoring Center in the Library, email us at tutoringcenter@edisonohio.edu, call 937-778-7959, or visit our webpage at <https://www.edisonohio.edu/tutoring-center/>

COURSE INFORMATION

Policy Statement

All policies and procedures that are found in the Nursing Student Handbook and the Edison State Student Handbook are applicable to this course.

Core Values

The core values are a set of principles which guide in creating educational programs and environments at Edison State. They include communication, ethics, critical thinking, human diversity, inquiry/respect for learning, and interpersonal skills/teamwork. The goals, objectives, and activities in this course will introduce/reinforce these core values whenever appropriate.

Class Attendance Policy

Class attendance is required, as is participation in the Blackboard web-assignments. Missing class or failure to participate in web-assignments seriously affects the student's ability to meet course objectives. The instructor should be notified when the student is absent and consulted as soon as the student returns to class. The student is responsible to complete assignments that were issued during the class in which the student was absent.

Syllabus Changes

Changes in assignments, topic, or order of lecture or lab presentation, test dates, evaluation methods, clinical requirements, and other course-related changes may occur at the decision of the faculty. Changes of this nature will be communicated to the students.

Writing Standards

Written assignments are expected to reflect carefully developed and proofread, original work on the student's part. Papers should reflect a logical flow of ideas and be free of spelling and grammatical errors. Standard APA documentation as found in the *Writer's Reference* should be followed. Copywriter protection applies to materials found on the Course Blackboard site.

Policy on Academic Dishonesty and Plagiarism

The faculty abides by the college policy on academic dishonesty and plagiarism as outlined in the student handbook.

Use of AI (Artificial Intelligence)

You must be the author of all coursework. You may use AI in some minor or non-substantive ways. The use of generative AI tools (such as ChatGPT) is permitted in this course for the following activities:

- Brainstorming and refining your ideas
- Drafting an outline to organize your thoughts
- Checking grammar and style
- The use of AI tools is not permitted in this course for the following activities:
 - Writing a draft of an assignment
 - Writing entire sentences, paragraphs, or papers to complete class assignments
 - To stay in compliance with college policies on academic honesty, your use of AI tools must be properly documented and cited. Any assignment that is found to have used generative AI in unauthorized ways will be reported as academic misconduct. If in doubt about permitted usage, please ask for clarification.

Weather Conditions and Travel

The student must decide, based upon local weather and travel conditions, whether it is safe for travel to campus or a clinical site. The student must contact the instructor if he/she will be absent or late due to weather conditions. If the college is operating on a delay, class will begin when campus is open and end at the usual time. It is highly recommended that each student signs up for *Edison Alerts*. That is the most accurate and timely way for students to be notified of unexpected closings (e.g., power outages), weather-related closings, and life-threatening emergencies (e.g., an active shooter on campus). Once registered for *Edison Alerts*, a student does not need to register again during subsequent semesters or calendar years.

Methods of Teaching

The course consists of a series of activities and assessments to assist the student in achieving the outcomes/objectives for the course. Students will engage in self-study methods including reading and online assignments. In-class activities are used to increase the students' ability to develop the knowledge, skills, and attitude needed to provide safe nursing care. Self-directed learning is required to complete readings and identify needs for further information or review.

Strategies that may be used include: lecture, discussion, demonstration, media resources (YouTube and others), role-playing, simulation, team-based learning strategies, audio-visual aids, computer assisted instruction, study and practice groups, case studies, and practice along with return demonstrations during campus laboratory. Students interact with their fellow classmates and faculty for shared learning.

Throughout the semester, various combinations of activities are used to prepare students for testing, which include:

- Weekly Student Learning Outcomes (WSLO)
- Reading from the textbook and other resources
- Adaptive quizzing
- Simulations/vSims
- Dosage calculations
- Cardiac dysrhythmias interpretations
- Case Studies
- Videos or other media resources
- Skill practice
- Instructor assistance during office hours, by appointment, by e-mail, or by phone communication

Methods of teaching/learning include use of web enhancement through Blackboard, class presentation by the instructor, clinical simulations using the Human Patient Simulator, and frequent small group activities where students are encouraged to seek information, review concepts, theories and research, cluster data, review their own opinion and previously held assumptions, and make judgments required for sound decision-making as a registered nurse. Clinical simulations, through the use of high-fidelity patient simulators, are incorporated into student learning experiences, to facilitate clinical decision making, safety, risk reduction, and professionalism. Learning is facilitated by a process of sharing, trust, and active participation of both the learner and the educator. Experiential, inquire-based learning is facilitated by an orientation towards learning that is flexible and open and draws upon the varied skills and resources of faculty and students. Faculty members are co-learners who guide and facilitate the student-driven learning experiences to achieve goals of problem solving, critical thinking, and assumption of responsibility by students for their own learning. Relevant community service-learning experiences are integrated into clinical experiences in a partnership with providers. Service learning focuses on the duality of benefit to both recipient and learner. A service-learning focus requires students to take concepts learned in the classroom and apply them to real life situations in diverse cultures. Features of service learning include:

1. Apply knowledge by testing and applying academic learning.

2. Synthesize knowledge by bringing together past and present learning, giving coherence to students' studies.
3. Critically think and analyze by learning to distinguish what is and is not important in the unfiltered context of the real world.
4. Learn about cultural diversity by learning with, from, and about people of other races, ages, economic means, and competencies.
5. Develop values through firsthand interaction with community issues.
6. Learn inductive reasoning by using the specific as an embarkation point for hypothesizing and theorizing.

Exercises are given to increase listening skills and role-playing may be implemented to increase one's ability to use therapeutic communication and applying nursing therapeutics: physiologic care, anticipatory guidance, health teaching, counseling, and health system management. Self-directed learning is required to complete readings and identify needs for further information or review. Additional resources are available through the student development office. Stress management, test-anxiety workshops and a variety of other programs to assist in learning needs are available.

Personal issues may arise when topic areas, such as suicide, abuse, alcoholism, post-traumatic stress, etc., are initiated in class. All students are encouraged to inform the instructor know if they feel a need for referral. If the student wishes, the student may directly contact other Edison State Community College resources.

The instructors are available to help with individual learning needs or concerns.

Clinical Attendance Policy

Attendance at all nursing clinicals is necessary to achieve the objectives for learning. Evaluation of a student's performance in the clinical setting is made by assessing whether or not the student meets the clinical objectives for the semester. Missing a 12-hour day seriously jeopardizes meeting clinical objectives. Should circumstances arise when a student is unable to attend the clinical experience, it is the student's responsibility to demonstrate that he/she has met the learning objectives for that experience. The student will not be able to meet the clinical outcomes if the student misses more than one assigned clinical day. The student must contact the individual clinical instructor when absence is necessary to arrange an alternative learning assignment. In extreme circumstances, a community clinical day may be rescheduled if an opportunity is available. The hospital clinical will NOT be rescheduled for any circumstance. It is the student's responsibility to inform the instructor of the absence prior to the starting time (based on the assigned area) of the day absent. Also, the assigned clinical area should be notified of the absence prior to the starting time (based on the assigned area) of the day absent. The student must call the instructor's cell phone and notify the facility if applicable. The clinical instructor will evaluate the alternative learning assignment (which will be graded as either satisfactory or unsatisfactory).

When college classes are cancelled because of weather, for students attending clinicals, each clinical faculty member will make a determination regarding cancellation. Individual clinical faculty will notify students of clinical cancelation, delays, or early dismissal.

Clinical Preparation and Professional Behavior

NUR 265 nursing students are soon-to-be licensed health care professionals; therefore, it is expected that the students will be active and assertive learners. By taking an active part in the clinical learning experience, the student will maximize his/her own personal learning experience. With this in mind, the instructors expect students to seek out learning opportunities at each clinical experience including both the hospital experience and the community experiences. The clinical instructor will serve as a resource, helping to direct and guide the student. The instructor will help in accomplishing daily clinical requirements as well as helping the student engage other professionals. Students are expected to approach their clinical instructors and or facility staff members for consultation when appropriate. Students are also expected to provide regular updates on their clients and assignment activities throughout the day. When the student approaches the clinical instructor, he/she is to have a plan of action in mind that is based on sound rationale and is appropriate to the particular client. Each student must present at the clinical site prepared and act in a professional manner at all times.

For each clinical experience, the student is required to:

- Wear the appropriate Edison State Community College nursing uniform and identification in all settings.
- Be on time and be prepared for the clinical experience. This includes skill competency and completion of required paperwork.
- Take an active role in learning and participating in assigned experiences for the day.
- Maintain a high level of involvement in the activities of the unit where appropriate. This includes using active collaboration with the instructor, fellow students, and staff members to accomplish the necessary tasks on the unit.

Ethics

Students are expected to respect each patient's dignity, cultural beliefs, autonomy, and privacy. It is the role of the nurse as well as the nursing student to be an advocate for each patient and to demonstrate a nonjudgmental and nondiscriminatory attitude. The student must keep in mind that it is the right of each patient to exercise personal choice in making decisions about their treatment options. It is essential to the patient-nurse relationship that each student nurse maintains high professional boundaries, ethical behavior, and respects the privacy of their health information. Confidentiality is not only required by law but is necessary for trust in the student nurse-patient relationship. The place and time to share protected health information can only happen in the confines of the clinical setting or in a post-conference setting.

Testing Your Faith Act Policy

Edison State Community College is committed to providing an environment respectful of students' beliefs. Students are permitted to be absent for up to 3 days each semester based on their faith, religion, or spiritual belief system with no academic penalty. Students must complete the Testing Your Faith Act Accommodations Form, <https://www.edisonohio.edu/Registration-and-Records/> and provide a copy to their individual faculty within 14 days from the start of the course. The entire policy can be found in the student handbook at <http://stage.edisonohio.edu/digipub/StudentHandbook/index.html>.

Tests

Four unit tests (Tests A-D) are scheduled throughout the semester. Make-up tests will be scheduled with faculty members. Small group reviews will be held after each unit test, in which there is an opportunity for extra credit points. Three points will be issued if the small group scores an "A", 2 points for a score of "B", and 1 point for a score of "C". No points will be issued for a score less than a "C" or if a student does not participate in the review.

Lab Skills Demonstration

Students must submit a labs skills demonstration form that contains required signatures prior to skills check-off. Students must achieve a "Satisfactory" on lab skills checkoffs. If unsatisfactory on any of the skills on the first attempt, the student must complete remediation. The remediation procedure is:

If the student is unsuccessful on the first attempt, the student is required to:

1. Discuss checkoff errors at the end of the first attempt with the instructor.
2. Record oneself performing the skill. View the recording and write a one-page critique of the skill demonstration. Submit the recording and the critique to a full-time faculty member prior to the second attempt.
3. Contact a NUR 265 full-time faculty member (other than the faculty member that served as the instructor for the first attempt) to schedule a second attempt. The second attempt must be completed within one week of the first attempt and before the clinical rotation in the hospital.

If the student is unsuccessful on the second attempt, the student is required to:

1. Discuss check-off errors at the end of the second attempt with the instructor.
2. Write a one-page paper identifying the difficulties encountered when attempting to complete the skill successfully and the plan for improvement.
3. Videotape oneself performing the skill. View the video and write a one-page critique of the skill demonstration. Submit the critique to a full-time faculty member prior to the second attempt.

4. Contact a NUR 265 full-time faculty member to schedule a third attempt. The third attempt must be completed within one week of the second attempt and before the clinical rotation in the hospital. Two full-time faculty members must be present for the third attempt.

A “Satisfactory” is required to meet clinical objectives and to continue in the clinical component of the course. The lab skills modules are listed within the syllabus. Failure to successfully complete a skills check-off after the third attempt will result in a clinical failure and a grade of “D” in the course.

Lab Simulations

Each student is required to complete 15 hours of lab simulation. Lab simulation dates are announced at the beginning of the semester. The student must actively participate in the simulation learning experience to achieve the learning outcomes. Two separate simulation labs are held; each requires two hours of preparation time, three hours of simulation lab time, and 2 ½ hours post-simulation assignments. Pre-simulation assignments must be completed prior to the scheduled simulation. Post-simulation activities (exercises, quizzes, and/or documentation) are also assigned. Points are awarded for successful completion of simulation exercises and documentation assignments. “Successful completion” is defined as thorough and accurate responses, as determined by the course instructors. Absence from a simulation session will result in an alternate assignment, specifically, a 10-page written report related to the topic(s) specified by nursing faculty. The report must be in APA format and include at least 3 current (within the last 5 years) nursing research articles. The student is required to have the report checked for plagiarism prior to submitting the report to the nursing faculty.

Dosage Calculations

A dosage calculations test is given during campus lab. Dosage calculation questions are included on each unit test and the final exam. Related unit learning objectives/outcomes are listed on Blackboard.

Cardiac Dysrhythmias Test

Two cardiac dysrhythmias tests are given as listed on the Weekly Class Schedule.

Campus Lab Test

The campus lab test content is taken from assigned reading, information discussed during skills demonstrations, and online modules.

Classroom Activities

To achieve a satisfactory score for each of the two campus lab class activities, each student is required to actively participate in the Ethical Decision-Making and Just Cause Analysis class discussions. Students may be assigned other activities throughout the semester which include out-of-class work.

Group Project

A group project is assigned. Each group is required to have the evidence-based article summary evaluated for plagiarism prior to submitting the project.

ATI Testing

ATI testing in Medical-Surgical and Mental Health is required. All Targeted Tests and Practice Tests must be dated between the first day of class of the semester and the last day of the semester to receive points. It is a three-step process of pre-testing online, a plan for review, and post-testing during proctored hours. To take an assessment test, the student should log onto ATI at <https://www.atitesting.com/Home.aspx> and complete the practice assessment. An assessment report will be generated once the test is submitted. The student must save the report as a PDF file to the computer; credit may not be given for assignments submitted incorrectly (in a format other than a PDF, such as an HTML file). The results can also be accessed from the “My Results” tab, then the assessment report for the complete assessment. Next, the student should log into Blackboard to upload the PDF file. The link for the ATI submission is accessible through

the calendar in Blackboard or by selecting the week it is due under Weekly Assignments. Instructions for uploading the file are located in Blackboard. All assessments must be completed by the corresponding deadline and with a score of 90% to receive points. If a student does not achieve a 90% before the deadline, the student will receive no points for the assessment; however, the student must achieve a 90% on the assessment and submit the assessment before the end of the semester. No points will be given for assignments completed after the listed due dates. There is a 24-hour delay before a repeat test can be taken.

ATI Remediation of Proctored Tests

Students who score at or below a level 1 on the ATI Proctored are required to create a focused review from the proctored test, spend at least two (2) hours online reviewing the material, and identify/discuss the top five (5) things learned during the remediation. A PDF file of the student's ATI transcript showing at least two (2) hours of online material review must be attached to the assignment link and the discussion of the top five (5) things learned during the remediation must be placed in the comments section. Reports generated as HTM files cannot be viewed by the instructor. Documentation of remediation must be submitted within one week of the proctored test. Proctored test remediation must be satisfactory to meet the course objectives.

ATI Engage Series

Module tests are assigned for each content area. Points will be awarded for achieving 90% or better without rounding on the first attempt. No points are earned for a test score of <90% or late submissions. Completed tests must be submitted to Blackboard by the due date that is located in the that assignment's link. Module tests for Weeks 1 will be due by Friday at 4 PM of the same week. Starting Week 2, module tests will be due by Wednesday at 8:30 AM on the day that the content is taught.

ATI Technical Support

- Monday – Friday
- 7am to 10pm
- 1-800-667-7531
- Chat is also available

Class Quiz Assignments

- Each medical surgical online quiz assignment is worth 4 points, unless otherwise specified.
- Each mental health online quiz assignment is worth 2 points, unless otherwise specified.
- If a student goes over the timeframe, the student will receive an exclamation mark in Grade Center. This signals the faculty to review the student's quiz and then release the grade.
- If a student exceeds the time limit, the score will be reduced by one (1) point for each minute.
For example, if 6 minutes are allotted, and the student takes 7 minutes to take the quiz, the student's score will be reduced by 1 point.
- The quizzes are available from 1400 Wednesday (the week before the assignment is due) until 0830 Wednesday (the week the assignment is due).
- Respondus Lock-Down Browser will be used to access Blackboard and the course site.
- If the computer screen freezes while taking the quiz, the student should completely shut down the computer, then reboot the computer and go back into Blackboard using Respondus Lock-Down Browser. The student should re-enter the quiz where the computer froze.

NOTE: *If a technical issue prevents a student from completing an online quiz, the student must e-mail his or her instructor mentor immediately after the event occurs. Failure to e-mail an instructor according to protocol may result in loss of the opportunity to take the quiz.*

Final

There is a comprehensive final exam.

Late Assignments

Each student will be allowed one occurrence per semester of submitting a quiz after the deadline. In this circumstance, the student must submit the quiz within 3 days of the deadline. If a student submits an assignment or quiz after the deadline more than once, the student will receive a “zero” on the assignment.

Test-Taking Tardiness or Absence

If a student arrives late for a test and has not notified an instructor, the student may begin the test upon arrival but will not be allowed additional time to complete the test. If an extenuating circumstance prohibits a student from taking a test, the student must notify an instructor prior to the time the test is scheduled to begin; the student will be allowed an opportunity to make-up the test. If an extenuating circumstance prohibits a student from taking a test and the student does not notify an instructor prior to the time the test is scheduled to begin, the student will be allowed an opportunity to make-up the test but will receive a 10% reduction in the test score.

Learning Objectives

Unit student learning outcomes and corresponding weekly student learning outcomes are posted on Blackboard in the Blackboard Weekly Assignments tab.

Clinical Requirements

Clinical portfolios and preceptor feedback sheets must be satisfactory to meet clinical student learning outcomes. The clinical instructor will facilitate these assignments. The portfolios must be completed during the assigned rotation. Failure to achieve a “Satisfactory” on the clinical portfolio results in “Unsatisfactory”; a “D” will be recorded for the course and will result in a course failure. Criteria follow in the syllabus. Students must provide their own transportation to all clinical experiences.

Clinical Evaluations

Clinical evaluations are given in the hospital and community settings. Failure to achieve a “Satisfactory” on a clinical evaluation results in an unsatisfactory. A “D” will be recorded for the course and will result in a course failure. Criteria follow in the syllabus.

Grading Scale

The grading scale is found in the nursing student handbook. The student handbook contains the following grading policy that will be followed in this course. Number grades will be recorded to the hundredths of a point for quizzes, tests, reports, midterms, and final exams. The final total course point score will be rounded to the closest whole number. To calculate a student’s letter grade, the number of points is rounded to the whole number; for example, 779.5 points will round to 780 points for a 78% in the course. A minimum of 779.5 points must be achieved to pass the course. Course grades are listed in the table below.

Grade	Points required
A	929.5 - 1000
B	849.5 - 929.4
C	779.5 - 849.4
D	699.5 - 779.4
F	Below 699.5

Evaluation Methods 2026FS

CLO	Test/Exam/Assignment/Quiz/Class or Clinical Activity	Points
1-9	Test A	150
1-9	Test B	150
1-9	Test C	100
1-9	Test D	150
1-9	Comprehensive Final Exam	200
1-9	Medical Surgical Quiz Assignments (8 assignments; 4 points each)	32
	Mental Health Quiz Assignments (2 assignments; 2 points each)	4
1-9	ATI Engage Series (27 assignments; 2 points each)	54
6, 7	Dosage Calculations Quiz	20
3, 7	Cardiac Dysrhythmias Quiz (2 quizzes; 15 points each)	30
1, 3, 4, 5, 6, 9	Campus Lab Test	24
1-9	ATI Assessment (10 assessments; 2 points each)	20
1-9	ATI Proctored Exam (2 exams; 15 points each)	30
5, 6, 9	Group Project	20
1-9	Simulation Assignment (2 simulations; 8 points each)	16
2, 3, 6, 9	Lab Skills Demonstration	S/U
1-9	Clinical Evaluation - Hospital	S/U
1-9	Clinical Evaluation - Community	S/U
1-9	Lab Simulations	S/U
1-9	Remediation of Proctored ATI exams if score below or at Level 1	S/U

5	Ethical Decision-Making	S/U
6	Just Cause Analysis	S/U
1-9	Veterans Day Alternative Content Assignment	S/U
	Total	1000

ATI Proctored Exams

CLOs: 1-9

There are two ATI Proctored exams:

1. Medical-Surgical Nursing
2. Mental Health Nursing

There will be designated dates/hours for students to take each of the proctored exams.

To prepare for each exam, the student should complete the online Practice Test by the date listed on the weekly class schedule. Two content areas have a Practice Test A and Practice Test B (Med-Surg and Mental Health), and one content area has a Practice Test A (Pharm). The students should complete Practice Test A and create a focused review. To create a focused review, the student should go to [ATI testing.com](https://www.atitesting.com), view test results, and then click on "Create Review". The program will create a review specifically based on the student's test results. The student should use this information to review/study the identified topics, to increase the likelihood of success on the proctored exams. Points are awarded for ATI Practice Tests as listed in the syllabus. No points will be issued for overdue Practice Tests.

Due dates for the proctored exams are listed on the Weekly Class Schedule.

Points for each exam are awarded for the score achieved on the proctored exam using the following scale:

- Proficiency below Level 1 = 0 points
- Proficiency Level 1 = 7.5 points
- Proficiency Level 2 = 15 points
- Proficiency Level 3 = 20 points (15 points + 5 extra credit 5 points)

Remediation is required for students who received at or below a level 1 and must be submitted within one (1) week of taking the proctored exam.

Lab Values

Value	Normal Range	Unit
COMPLETE BLOOD COUNT (CBC)		
Hematocrit (Hct)	Males: 39 - 54 Females: 34 - 47	%
Hemoglobin (Hgb)	Males: 14 - 18 Females: 11 - 16	g/dL
Platelets	150 - 400	X 10 ³ /mCL
White Blood Cell (WBC)	4.5 - 11	X 10 ³ cells/mCL
BASIC METABOLIOC PANEL (BMP)		
Blood Urea Nitrogen (BUN)	10 - 20	mg/dL
Creatinine	0.6 - 1.5	mg/dL
Glucose, fasting	70 - 110	mg/dL
Potassium (K+)	3.5 - 5.0	mEq/L
Sodium (Na+)	135 - 148	mEq/L
COAGULATION STUDIES		
International Normalized Ratio (INR)	0.9 - 1.2	sec
Activated Partial Thromboplastin Time (APTT)	30 - 40	sec
Partial Thromboplastin Time (PTT)	60 - 70	sec
Prothrombin Time (PT)	11 - 14	sec
ARTERIAL BLOOD GASES		
pH	7.35 - 7.45	
pO ₂	85 - 100	mm Hg
PaCO ₂	35 - 45	mm Hg
Oxygen Saturation (SaO ₂)	96 - 100%	
Bicarbonate (HCO ₃)	22 - 26	mEq/L
LIPOPROTEINS AND TRIGLYCERIDES		
Total Cholesterol	Desired: < 200	mg/dL
OTHER SERUM STUDIES		
Glycosylated Hemoglobin (HgbA1c)	Normal: 4.5 - 5.6 Diabetics: Target is less than 7	%

NUR 265S students will be expected to know additional lab values, as discussed throughout the course.

Clinical Skills

The student is responsible for practicing new skills prior to performing them in the clinical area. If the student is unable to perform skills safely and competently, the student will receive an unsatisfactory for the day and must make arrangements with the instructor to demonstrate safe and competent performance of the skill prior to the following clinical experience. It is the student's responsibility to practice in the campus lab prior to the arranged return demonstration with the instructor.

Progression of Clinical Skills throughout the Nursing Program

The skills required for the competent practice of nursing include the psychomotor skills. Skills competency includes knowledge of the skill, the ability to perform the skill/procedure safely, and demonstration of the clinical decision-making associated with the skill/procedure. After information is learned in previous course, the students are expected to maintain competency in that skill for all following courses and clinical. The instructors are available for questions or clarification.

It is the student's responsibility to provide safe and competent care. Any student that identifies a need to practice in the nursing lab setting should make arrangements with an instructor. The instructor may require review or return demonstration of a skill by a student in any situation where competency is in question.

Clinical Experience for Professional Nursing Students

- A. A preceptor is assigned to each student who is completing a community clinical assignment.
- B. Preceptors will hold a current valid license as a Registered Nurse in Ohio and have completed an approved professional nursing education program with a BSN preferred. Professional nursing experience for at least 24 months is required and they must have a current specialty certification or demonstrated expertise in area of practice. The preceptor may serve one or two students during the same time period.
- C. Selection of preceptors will be a joint decision of the supervising faculty member and agency personnel based on the clinical preceptor criteria. Selection is also based on a willingness to serve as a preceptor and demonstration of the following behaviors:
 - 1. Competence as a clinician with an ability to apply nursing theory to practice;
 - 2. Effective communication with clients, students, peers, and other members of the health care team;
 - 3. Self-confidence and realistic self-perception of nursing performance;
 - 4. Interest and ability to facilitate learning processes;
 - 5. Leadership ability such as coaching, reinforcing, and encouraging initiative.
- D. The clinical instructor will conduct an orientation for the preceptors and nurse managers before the clinical rotation begins and clarify the roles and responsibilities of preceptors, faculty, and students.
 - 1. Responsibilities of Preceptors
 - A. To facilitate the student's learning within the agency:
 - 1. Clarify with the faculty member the role of the preceptor, the responsibilities of the faculty member, the course/clinical objectives or outcomes, and the clinical experience evaluation tool.
 - 2. Design, at the direction of the faculty, the student's clinical experience to achieve course outcomes.
 - 3. Provide supervision to no more than two nursing students at any one time, provided the circumstances are such that adequate supervision can be provided to both students.

- B. To assist faculty with the evaluation of student performance in the clinical area:
 - 1. Contribute to the evaluation of the student's performance by providing information to the faculty member and the student regarding the student's achievement of established outcomes.
- 2. Responsibilities of the Faculty
 - A. Establish clinical outcomes within the framework of the course in which the students is enrolled.
 - B. Provide an overview of the roles and responsibilities of preceptors, faculty, and students.
 - C. Communicate clinical objectives or outcomes to the student, the preceptor, and the staff at the clinical site.
 - D. Assign one or two student at a time with a preceptor.
 - E. Provide orientation materials, forms, and evaluation tools to the preceptor.
 - F. Make assignments, in conjunction with the preceptor for the student's experience, consistent with the specific objectives or outcomes of the course in which the student is enrolled
 - G. Serve as a resource person for the student and preceptor and be available by cell phone.
 - H. Evaluate the student's experience, achievement, and progress in relation to the clinical objectives or outcomes, with input from the preceptor.
- 3. Responsibilities of the Student
 - A. Meet the outcomes of the course in which they are enrolled and meet the accountability guidelines of their nursing education program. Notify preceptor and faculty of absences per the course syllabus and negotiates makeup hours/assignment.

Hospital Clinical (HC) Student Learning Outcomes

WSLO: Weekly Student Learning Outcome; USLO: Unit Student Learning Outcome

HC WSLO	HC USLO
	ULO 1.1 <i>Promote and direct nursing care that enhances the care delivery setting to protect clients and health care personnel.</i>
HC 1.1A	Organize workload to manage time effectively.
HC 1.1B	Initiate, evaluate, and update plan of care.
HC 1.1C	Advocate for client needs.
HC 1.1D	Prioritize the delivery of client care.
HC 1.1E	Provide individualized care for client based on need.
HC 1.1F	Discuss treatment options/decisions with client.
HC 1.1G	Appraise care to reduce safety risks to clients and to team members.
HC 1.1H	Identify significant information to report to other health care providers.
HC 1.1I	Collaborate with the nurses when providing client care.
HC 1.1J	Follow up on unresolved issues regarding client care (e.g., lab results).
HC 1.1K	Assign and supervise care provided by others (e.g., UAP).
	USLO 1.2 <i>Provide and direct nursing care of the client that incorporates the knowledge of prevention and/or early detection of health problems, and strategies to achieve optimal health.</i>
HC 1.2A	Educate the client on actions to promote/maintain health and prevent disease.
HC 1.2B	Assess client lifestyle choices and lifestyle practice risks that may impact health.
HC 1.2C	Assess the client's ability to manage care post-discharge.

NUR 265S Hospital Clinical Portfolio Evaluation

Student Name _____ ☐ Fall Semester ☐ Spring Semester Yr _____

Evaluation is based on:

- Accurate and thorough completion of assignments by the due dates listed
- Additional evidence of outcome achievement described within the portfolio
- Active role of the student in evaluating his/her performance and progress each week and evidence of growth
- Student response to feedback that is provided by the Clinical Instructor; this may include providing additional information or clarifications as requested by the Clinical Instructor

Activity	Objectives		Comments
	Met	Unmet	
Clinical Judgment			
SBAR Communication			
Evidence-Based Practice			
Nursing Policies & Procedures/Standards of Care			
Electrocardiogram Analysis			
Delegating and Prioritizing			
Skills Reflection			
60-second Situational Assessment			
Evidence of Growth			

Additional comments

Instructor Signature _____ Date _____

NUR 265S Hospital Clinical Evaluation

Student Name _____ ☐ Fall Semester ☐ Spring Semester Yr _____

Clinical Evaluation:

- A. A student is evaluated at the completion of the clinical experience by comparing performance/progress to unit student learning outcomes for the medical-surgical adult client.
- B. A satisfactory mark on course clinical evaluation tools can be obtained by receiving a "Met" on each stated student learning outcome criteria. Clinical failure occurs by receiving a rating of "Unmet" on any one or more of the stated student learning outcome criteria.
- C. Evaluation of each stated student learning outcome criteria on the evaluation tool will be determined according to the following rating scale:
 - i. "Met" indicates that the student performs safely with supportive cues from the instructor. *
 - ii. "Unmet" indicates that the student requires directive cues from the instructor to perform safely. **
- D. During the clinical experience the student is responsible for maintaining physical, psycho-socio-spiritual safety.

* Supportive cues are defined as verbal and nonverbal interactions in which the instructor/preceptor provides encouragement and/or feedback to the student during clinical performance. The student responds correctly to questions, and the student utilizes appropriate rationale for actions taken during clinical performance.

**Directive cues are defined as verbal and nonverbal interactions in which the instructor/preceptor must provide frequent direction and feedback to the student during clinical performance. These interactions require cues in order for the student to safely and effectively perform.

End-of-Program Student Learning Outcomes (EPSLOs)

EPSLO 1 Value clients and their support systems as an integral part in decision-making when providing compassionate care.

EPSLO 2 Integrate leadership skills, demonstrating professional judgment and accountability to perform actions within standards of nursing care.

EPSLO 3 Apply evidence-based practice in the delivery of optimal health care.

EPSLO 4 Utilize measures of quality improvement at an individual and systems level to ensure delivery of safe care.

EPSLO 5 Utilize information and technology in an ethical manner to provide communication, examine information, reduce the risk of errors, and support decision making.

EPSLO 6 Communicate accurately and effectively to deliver safe care in collaboration with other members of the health care team.

EPSLO 7 Respond to the larger health care system and its impact on the delivery of care.

Promote and direct nursing care that enhances the care delivery setting to protect clients and health care personnel.

Met	Unmet	Weekly Student Learning Outcome (WSLO); Criteria	EPSLO
		Organize workload to manage time effectively.	2, 3, 4, 5
		Initiate, evaluate, and update plan of care.	2, 3, 4, 5
		Advocate for client needs.	1, 2, 6
		Prioritize the delivery of client care.	2, 4, 5

		Provide individualized care for client based on need.	1, 4
		Discuss treatment options/decisions with client.	1
		Appraise care to reduce safety risks to clients and to team members.	2, 4, 5, 7
		Identify significant information to report to other health care providers.	2, 6, 7
		Collaborate with the nurses when providing client care.	2, 6
		Provide follow-up on unresolved issues regarding client care (e.g., lab results).	2, 6, 7
		Assign and supervise care provided by others (e.g., UAP).	2, 6

Provide and direct nursing care of the client that incorporates the knowledge of prevention and/or early detection of health problems, and strategies to achieve optimal health.

Met	Unmet	Weekly Student Learning Outcome (WSLO); Criteria	EPSLO
		Educate the client on actions to promote/maintain health and prevent disease.	1
		Assess client lifestyle choices and lifestyle practice risks that may impact health.	1, 7
		Assess the client's ability to manage care post-discharge.	1, 6, 7
Initials	Clinical Evaluation		
	Satisfactory. All student learning outcomes met.		
	Unsatisfactory, due to: ☐ Critical element(s), as attached. ☐ Unmet clinical student learning outcome(s). ☐ Unmet clinical portfolio learning outcome(s). ☐ Unmet campus lab module student learning outcome(s).		

Comments:

Clinical Instructor Signature

Date

Student Signature

Date

Community Clinical (CC) Student Learning Outcomes

WSLO: Weekly Student Learning Outcome; USLO: Unit Student Learning Outcome

CCSLO WSLO	CCSLO USLO
	USLO 1.1 <i>Promote and direct nursing care that enhances the care delivery setting to protect clients and health care personnel.</i>

CCSLO 1.1A Organize workload to manage time effectively.

CCSLO 1.1B Initiate, evaluate, and update plan of care.

CCSLO 1.1C Advocate for client needs.

CCSLO 1.1D Prioritize the delivery of client care.

CCSLO 1.1E Provide individualized care for client based on need.

CCSLO 1.1F Discuss treatment options/decisions with client.

CCSLO 1.1G Appraise care to reduce safety risks to clients and to team members.

CCSLO 1.1H Identify significant information to report to other health care providers.

CCSLO 1.1I Collaborate with the nurses when providing client care.

CCSLO 1.1J Follow up on unresolved issues regarding client care (e.g., lab results).

CCSLO 1.1K Assign and supervise care provided by others (e.g., UAP).

USLO 1.2 <i>Provide and direct nursing care of the client that incorporates the knowledge of prevention and/or early detection of health problems, and strategies to achieve optimal health.</i>

CCSLO 1.2A Educate the client on actions to promote/maintain health and prevent disease.

CCSLO 1.2B Assess client lifestyle choices and lifestyle practice risks that may impact health.

CCSLO 1.2C Assess the client's ability to manage care post-discharge.

NUR 265S Community Clinical Evaluation

Student Name _____ ☐ Fall Semester ☐ Spring Semester Yr _____

Clinical Evaluation:

1. A student is evaluated at the completion of the clinical experience by comparing performance/progress to unit student learning outcomes for the medical-surgical adult client.
2. A satisfactory mark on course clinical evaluation tools can be obtained by receiving a "Met" on each stated student learning outcome criteria. Clinical failure occurs by receiving a rating of "Unmet" on any one or more of the stated student learning outcome criteria.
3. Evaluation of each stated student learning outcome criteria on the evaluation tool will be determined according to the following rating scale:
 - A. "Met" indicates that the student performs safely with supportive cues from the instructor. *
 - B. "Unmet" indicates that the student requires directive cues from the instructor to perform safely. **
4. During the clinical experience, the student is responsible for maintaining physical and psycho-socio-spiritual safety.

* Supportive cues are defined as verbal and nonverbal interactions in which the instructor/preceptor provides encouragement and/or feedback to the student during clinical performance. The student responds correctly to questions, and the student utilizes appropriate rationale for actions taken during clinical performance.

** Directive cues are defined as verbal and nonverbal interactions in which the instructor/preceptor must provide frequent direction and feedback to the student during clinical performance. These interactions require cues in order for the student to safely and effectively perform.

End-of-Program Student Learning Outcomes (EPSLOs)

EPSLO 1 Value clients and their support systems as an integral part in decision-making when providing compassionate care.

EPSLO 2 Integrate leadership skills, demonstrating professional judgment and accountability to perform actions within standards of nursing care.

EPSLO 3 Apply evidence-based practice in the delivery of optimal health care.

EPSLO 4 Utilize measures of quality improvement at an individual and systems level to ensure delivery of safe care.

EPSLO 5 Utilize information and technology in an ethical manner to provide communication, examine information, reduce the risk of errors, and support decision making.

EPSLO 6 Communicate accurately and effectively to deliver safe care in collaboration with other members of the health care team.

EPSLO 7 Respond to the larger health care system and its impact on the delivery of care.

Promote and direct nursing care that enhances the care delivery setting to protect clients and health care personnel.

Met	Unmet	Weekly Student Learning Outcome (WSLO); Criteria	EPSLO
		Organize workload to manage time effectively.	2, 3, 4, 5
		Initiate, evaluate, and update plan of care.	2, 3, 4, 5
		Advocate for client needs.	1, 2, 6
		Prioritize the delivery of client care.	2, 4, 5

		Provide individualized care for client based on need.	1, 4
		Discuss treatment options/decisions with client.	1
		Appraise care to reduce safety risks to clients and to team members.	2, 4, 5, 7
		Identify significant information to report to other health care providers.	2, 6, 7
		Collaborate with the nurses when providing client care.	2, 6
		Provide follow-up on unresolved issues regarding client care (e.g., lab results).	2, 6, 7
		Assign and supervise care provided by others (e.g., UAP).	2, 6

Provide and direct nursing care of the client that incorporates the knowledge of prevention and/or early detection of health problems, and strategies to achieve optimal health.

Met	Unmet	Weekly Student Learning Outcome (WSLO); Criteria	EPSLO
		Educate the client on actions to promote/maintain health and prevent disease.	1
		Assess client lifestyle choices and lifestyle practice risks that may impact health.	1, 7
		Assess the client's ability to manage care post-discharge.	1, 6, 7
Initials	Clinical Evaluation		
	Satisfactory. All student learning outcomes met.		
	Unsatisfactory, due to: ☐ Critical element(s), as attached. ☐ Unmet clinical student learning outcome(s). ☐ Unmet clinical portfolio learning outcome(s). ☐ Unmet campus lab module student learning outcome(s).		

NUR 265S Community Clinical Portfolio Evaluation

Evaluation is based on: - Accurate and thorough completion of assignments by the due dates listed - Additional evidence of outcome achievement described within the portfolio - Active role of the student in evaluating his/her performance and progress each week and evidence of growth - Student response to feedback that is provided by the Clinical Instructor; this may include providing additional information or clarifications as requested by the Clinical Instructor			
Activity	Objectives		Comments
	Met	Unmet	
Evidence-Based Practice			

Nursing Policies & Procedures/Standards of Care			
Reflective Journaling			
Medication Profile			

Comments:

Clinical Instructor Signature

Date

Student Signature

Date

NUR 265S Community Clinical Preceptor Feedback on Student Performance

Student _____ **Clinical Date** _____

Preceptor Name (print) _____ **Facility** _____

Please return to the student
or
Kerry Dowling MSN, RN
Assistant Professor of Nursing
Edison State Community College
Fax: (844) 833-6812; E-mail: kdowling@edisonohio.edu
Mobile Phone: 937-418-0878

	Greatly Exceeds Expectation (4)	Exceeds Expectations (3)	Meets Expectations (2)	Does Not Meet Expectation (1)	No Opportunity to Observe (0)
Verbal Communication Skills/Interpersonal Skills					
Moral & Ethical Values (Maintains patient/client confidentiality, treats patients/clients with respect)					
Assessment Skills (Assess client status and responses)					
Safety (Patient Identification, safe use of materials, infection control)					
Ability to be a Team Player/Leader					
Ability to Accept Constructive Criticism					
Reliability					
Professional Attitude & Appearance					

Preceptor Signature _____ Date _____

Student Signature _____ Date _____

Edison State Community College School of Nursing Critical Element

Course _____ Semester _____

Issued on _____ to _____
(date) (student)

Critical elements are those aspects of nursing care which affect the safety of the client's biophysical, psychosocial, and/or spiritual well-being. These elements must be adapted for clients who are in a variety of clinical settings. Any action or inaction which does not meet established standards of care, thus seriously threatening the client's well-being, is a failure to provide safe nursing care.

An infraction of the critical elements occurred in the area(s) indicated below.

	Maintain client confidentiality and privacy.
	Practice in a manner consistent with a code of ethics for registered nurses.
	Recognize limitations of self/others and seek assistance.
	Intervene as appropriate for unsafe care.
	Provide care within the legal scope of practice.
	Act in the role of client advocate.
	Report concerns about the client.
	Provide report on assigned client(s).
	Protect a client from injury.
	Facilitate appropriate and safe use of equipment.
	Apply principles of infection control.
	Properly use patient identifiers when providing care.
	Report an error/event/occurrence.
	Use clinical decision-making/critical thinking in a situation related to a security threat.
	Follow requirements for use of restraints and/or safety device.
	Identify a client in crisis or a life-threatening situation.
	Act in a professional manner.
	Monitor a client to prevent potential or actual injury.
	Prepare and administer medication(s), using the "Rights" of medication administration.
	Review pertinent data prior to medication administration.
	Reassess a client following intervention (e.g., following a PRN medication).
	Accurately document care that was delivered.

	Perform calculations needed for safe medication administration.
	Follow policy and procedure of the institution/agency.
	Other:

Summary of incident:

☐

See additional documentation.

Student response/comments:

Critical Elements – Students are responsible for knowing and successfully performing the critical elements specific to each clinical course. In the event of an infraction of any one critical element, the student will be counseled about the behavior and the incident will be documented. Repeating the same infraction will result in the student failing the clinical experience. In the event of (3) infractions of unrelated critical elements, the student will fail the clinical experience.

Risk Management – A copy of the infractions of critical elements will be held in the nursing office. Students who demonstrate a pattern of critical element infractions from course to course will be counseled by the faculty and/or the director. A contractual agreement for student improvement will be developed. Continuation of the pattern of unsafe care can result in dismissal from the program.

Clinical Instructor Signature_____Date_____

Student Signature_____Date_____