

**MIAMI DADE COLLEGE
MEDICAL CAMPUS
BENJAMIN LEON SCHOOL OF NURSING
RN-BSN PROGRAM**

MANUAL OF CLINICAL PERFORMANCE



INTRODUCTION

Welcome to Miami Dade College Bachelor of Science in Nursing Program. The purpose of this manual is to assist the baccalaureate nursing student to meet program requirements for the demonstration of care for complex patients, validating previous education. This manual also provides guidelines to assist the student to navigate through the clinical courses taught in the Bachelor of Science in Nursing Program. Throughout the program, students are responsible for skills learned in previous nursing education and work experiences.

Students must receive a grade of “Satisfactory (“S”)” for all clinical nursing courses to progress in the Bachelor of Science in Nursing program. The clinical evaluation tools for each course describe the required performance behaviors expected by the faculty.

Review this manual carefully to understand what will be expected of you throughout the Bachelor of Science in Nursing program.

CLINICAL EVALUATION COMPONENTS

Professional Behaviors:

Actions expected of all nurses and nursing students, which reflect the values, rules, and practices of nursing. These behaviors must be demonstrated throughout each course and throughout the program.

Critical Thinking Situations:

Simulated experiences, in writing and/or on audio or videotape or computer, which require the student to provide responses demonstrating nursing skill and decision-making ability. Critical thinking situations represent the outcomes expected of students validating current or previous nursing education.

Required Clinical Course Assignments:

Additional learning activities assigned by course faculty. Submission of completed material by the assigned date is considered a Professional Behavior.

Definition of BSN Learning Contract:

The vehicle for making the planning of learning experiences a mutual undertaking between the learner and any helper, mentor, or teacher.

Skills Mastery List:

List of skills that students should be able to demonstrate or perform based on previous education.

DEFINITION OF TERMS

Performance Behaviors:

Behaviors that must be demonstrated or documented to successfully complete performance testing. These criteria identify expected competencies for the critical performance of a skill; therefore, the student must meet all performance criteria for successful completion.

Overrides:

Specific nursing competencies that are inherent in the safe performance of all skills. Overrides must be performed successfully in all aspects of nursing care to be safe. Overrides are expected performance behaviors for every skill.

- 1. Asepsis** - Washes hands before and after each patient situation and each skill. Follows Universal/Standard Precautions. Protects self and others from cross contamination. Uses sterile technique when necessary. Disposes of contaminated articles in designated containers.
- 2. Communication** - Verifies written orders in the chart. Checks patient's name band. Assesses patient for any allergies. Provides privacy. Explains procedure(s) to patient. Reports changes in patient's condition to faculty and staff. Documents findings. Uses verbal and nonverbal communication that demonstrates respect, understanding, and caring. Avoids abusive, threatening, patronizing, or familiar communication patterns.
- 3. Safety** - Uses correct body mechanics. Raises side rails when bed is in elevated position or patient is in need of protection. Keeps environment free from potentially harmful elements (e.g. cleans up spills, avoids electrical hazards). Protects patients from temperature extremes. Provides care consistent with knowledge gained from previous courses. Uses Universal/Standard Precautions.
- 4. Universal/Standard Precautions** - Uses hand washing and personal protective equipment (PPE) (gloves, masks, gowns, and/or goggles) to protect against contamination by potentially harmful microorganisms, according to standards of the Occupational and Safety Health Act (OSHA). Blood and body secretions are always considered to be contaminated regardless of the patient's diagnosis.

Professional Behaviors - The actions expected of all nurses and nursing students, which reflect the values, rules, and practices of nursing. These must be demonstrated throughout each course and throughout the program. Deviations will result in the reduction of a grade in the clinical course, a failing clinical grade, and/or withdrawal from the program.

All students are expected to:

1. follow the policies and guidelines of the College, Program, and the affiliating agency;
2. treat others with respect;
3. provide patient care **only** when the instructor/preceptor is on the premises;
4. maintain personal appearance according to program policies;
5. maintain confidentiality;
6. report promptly to the clinical area and clinical conferences;
7. notify the instructor and unit personnel prior to lateness or absence;
8. attend all clinical sessions. Any student who misses a clinical session will be required to complete an alternative experience to be decided upon by the course faculty.
9. collaborate with others on the health care team;
10. apply knowledge from previous courses;
11. adhere consistently to all overrides.
12. reports changes in patient status and abnormal findings;
13. practices nursing using legal/ethical principles.

SKILLS MASTERY LIST

Communication

Therapeutic Communication

Asepsis

Hand washing, Non-surgical

Universal/Standard Precautions (Override)

Using Sterile Gloves

Opening a Sterile Package and Establishing a Sterile Field

Sterile Dressing Changes

Central Venous Access Device Dressing Change

Health Assessment

Measuring Vital Signs

Assessment of Bowel Sounds

Assessment of Lung Sounds

Assessment of Heart Sounds

Neurologic Assessment

Neurovascular Assessment (CMS Checks)

Hygiene

Bathing a Patient

Making an Occupied or Unoccupied Bed

Assisting the Patient with Oral Hygiene

Caring for an Oral Appliance

Assisting the Patient with the Bedpan or Urinal

Shaving the Male Patient

Mobility and Support

Moving and Positioning

Assisting with Ambulation and Transfer

Mechanical Devices

Application of Restraints

Application of Antiembolic Devices (Support Hose, ACE Bandages)

Cast Care

Traction care

Administration of Medications

Administering Oral and Parenteral Medications

Administering medications via Gastric tubes

Administration of Intravenous Medications

Administering Medication by Non-pressurized Nebulization Aerosol

Administration of Specific Substances/Treatments

- Feeding the Patient
- Collecting a Specimen
- Measuring Intake and Output of Fluids
- Hot and Cold Applications
- Regulating Intravenous Fluids
- Monitoring Oxygen Devices
- Administering an Enema
- Intravenous Fluids, Using Primary and Secondary Lines

Care of Tubes and Drains

- Nasogastric Tube – Insertion, Removal, Suction, and Irrigation
- Gastric Decompression
- Gastric Irrigation
- Nasogastric Discontinuation
- Foley Catheter Insertion
- Foley Catheter Discontinuation
- Care of a Thoracotomy Tube with Closed Chest Drainage System
- Suctioning – Upper Airway, Tracheal, Endotracheal, and Nares
- Tracheostomy Care
- Insertion of Intravenous Lines, Continuous or Intermittent

Monitoring Devices

- Electrocardiograph Monitoring & Interpretation

GUIDELINES FOR CRITICAL BEHAVIORS PERFORMANCE EXAMINATION

Purpose: To evaluate the student's ability to perform selected nursing skills and responses to a critical thinking /clinical decision making situation that will measure the student's ability to think critically and apply nursing knowledge, biological and psychological principles to patient care. The student will earn 30 credits that will validate nursing core courses upon successful completion of the Human Patient Simulator Performance Testing.

Testing Time: The examination will occur upon completion of NUR 3069 Advance Health Assessment, and in the second semester of program study.

Setting: The examination is administered in the Human Patient Simulator Lab. Simulated clinical situations are based on complex patients and expected outcomes from previous education. Simulators will serve as patients.

Performance Behaviors: Performance behaviors have been established for various scenarios and must be demonstrated.

Selection of Skills: Students are required to demonstrate expected performance behaviors. These behaviors are those expected of all registered nurses. Situations will require the student to demonstrate knowledge of complex patient cases. Situations will require students to apply therapeutic communications skills and cognitive knowledge to patient care situations that require critical thinking and clinical decision-making.

Evaluation: Each performance exam will be evaluated on a satisfactory/unsatisfactory basis. All performance behaviors must be met to pass the exam. A second faculty member may act as observer for any exam session. The role of the observer is to validate the actions of the student, the examiner, and the performance exam process. In addition the student's performance may be videoed at the discretion of the examiner.

Repeat Testing: Students who are unsuccessful in correctly demonstrating performance of required behaviors will have **one additional opportunity** to satisfactorily demonstrate competency in this performance test before the end of the third semester. This additional opportunity will provide the unsuccessful student with time to practice in the Human Patient Simulator Lab prior to repeating the examination experience. Students will also be given a Learning Contract to follow and to validate remediation and practice.

Time Limitations: The student will be allotted 15 minutes to read the scenario and develop a plan of care. The 15 minute examination period begins when the student enters the testing lab. The faculty will record the time the exam begins and ends. The student may ask for the amount of time remaining during the examination period.

Expectations of Students: Students are expected to arrive at the scheduled time. Failure to do so will result in the loss of a testing opportunity. Students may not refer to books, papers or any other reference materials during the testing situation. However, students will need

to bring assessment equipment, such as a stethoscope and pen light. Students will perform expected behaviors, adhere to Overrides, and demonstrate all performance criteria. Students may request assistance if the equipment or supplies are not available but may NOT ask the instructor or another person for help or directions in performing the behaviors. Students who make an error and recognize it before harm is done to the patient may correct the error within the time frame of the examination.

Expectations of the Examiner/Observer: The examiner will be a faculty member in the School of Nursing. The examiner will NOT “quiz” the student once the examination has begun. The examiner will stop an examination only at the time that a patient would be injured. This include any point at which the patient’s safety has been jeopardized. A second faculty member may act as an observer for any testing situation. The role of the observer is to validate the actions of the student, the examiner, and the process.

Criteria for Success or Failure: The student must demonstrate **all** performance criteria within the time allotted in order to successfully complete the performance exam. Unsuccessful completion of the required performance behaviors will result in failure of the skills performance exam.

Results: Students will be informed of the results immediately after the examination. The student and the faculty will sign documents indicating the outcome of the performance examination. If the student is unsuccessful, a written Learning Contract will be given to the student.

Credits: The student will be awarded 30 credits for NUR 3997 upon successful completion of the Simulation Performance Examination and NUR 4636/4636L, Community Health Nursing.

Testing Content:

Asthma
Coronary Artery Disease (Angina/MI)
Cerebral Vascular Disease
Congested Heart Failure
Diabetes
DVT
GI Bleed
Multiple Trauma
Pneumothorax
Pneumonia

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HPS PERFORMANCE CRITERIA SAMPLE FORM

EXPECTED PERFORMANCE BEHAVIOR	SATISFACTORY	UNSATISFACTORY	COMMENTS

Attempt #1 _____ #2 _____

Student Name: _____ Student Number: _____

Student Signature: _____

Instructor Signature: _____

Date: _____

Admission Date: _____ **Present Semester:** _____

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RN-BSN HPS LEARNING CONTRACT FOR RETESTING

In order to meet the competencies that will validate your nursing core courses and your obtaining the 30 credits for NUR 3997, the following activities will assist you in being successful.

Activities:

1. Participation in HPS/Sim-man activities in the HPS Lab and Nursing Lab.
2. Completion of Case Studies and Critical Thinking Scenarios.
3. Attend Peer tutorial sessions in the Student Learning Center.
4. Meet with faculty for orientation of requirements for remediation.
5. Review BSN Performance Manual for listed skills required of all nurses.
6. Review on-line Library skills tapes.
7. Maintain a log of the above activities indicating remediation for retesting.
8. Review testing content.

Prescription:

Examiner: _____ Date: _____

Remediation Validation:

Signature of Tutor: _____ Date: _____

Signature of Tutor: _____ Date: _____

Signature of Tutor: _____ Date: _____

Signature of Tutor: _____ Date: _____

Signature of Tutor: _____ Date: _____