South Central College

NURS 1350 Clinical Application

Course Outcome Summary

Course Information

Description
Students will apply nursing theories for clients with a variety of health conditions and altered body systems. Application of knowledge includes client interaction across the lifespan in a variety of laboratory and actual health care settings. Nursing interventions are individualized to meet each client's needs with consideration of the client's culture. The nursing process is implemented with an emphasis on critical thinking. Organizational skills are developed with an opportunity to care for multiple clients. Students may have the opportunity to observe the role of the nurse in specialty areas. Students will demonstrate effective communication with other members of the health care team. Professional nursing behavior will be demonstrated. This course will also cover the characteristics of hazardous wastes and its safe handling, storage, and disposal. (Prerequisites: Successfully complete all Semester 1 Courses in order to advance to Semester 2 Courses)

Total Credits 4
Total Hours 128

Types of Instruction

Instruction Type Credits/Hours
Laboratory/Clinical 4/128

Pre/Corequisites
Successfully complete all Semester 1 Courses in order to advance to Semester 2 Courses

Institutional Core Competencies

Civic Engagement and Social Responsibility - Students will be able to demonstrate the ability to engage in the social responsibilities expected of a community member.

Communication - Students will be able to demonstrate appropriate and effective interactions with others to achieve their personal, academic, and professional objectives.

Critical and Creative Thinking - Students will be able to demonstrate purposeful thinking with the goal of using a creative process for developing and building upon ideas and/or the goal of using a critical process for the analyzing and evaluating of ideas.

Cultural Competence - Students will be able to demonstrate an attitude of personal curiosity, a rising knowledge of cultures, and an evolving range of skills for living and working among others with other worldviews and ways
Course Competencies

1. **Demonstrate use of individualized holistic plans of care for clients across the lifespan.**

   **Learning Objectives**
   - Identify client values, preferences and expressed needs as part of clinical information gathering as it relates to the care plan.
   - Describe individualized client values, preferences and expressed needs to other members of health care team.

2. **Apply the nursing process to contribute to the plan of care for the adult client with common medical/surgical health problems.**

   **Learning Objectives**
   - Display ability to gather pertinent client information as it relates to the client's medical/surgical and individual needs.
   - Prioritize interventions according to the plan of care.
   - Collaborate with nurse and other staff involved to meet the medical/surgical needs of the client and family.

3. **Demonstrate effective communication skills when working with diverse clients across the lifespan.**

   **Learning Objectives**
   - Demonstrate objective listening skills to ensure client's needs are understood.
   - Employ respectful communication with clients by introducing oneself, providing privacy, and explaining one's actions.
   - Determine if client understood provided explanations by asking for questions.
   - Use a standardized method of reporting to another staff (ex. SBAR or Situation, Background, Assessment, Recommendation).
   - Discuss client transfer or discharge process.
   - Participate in client education using standards of practice and evidence-based practice (ex. discharge instructions).

4. **Relate the client’s culture, experience, and knowledge of his/her own health into established teaching plans.**

   **Learning Objectives**
   - Communicate client values, preferences and expressed needs to other members of health care team.
   - Discuss the day’s plan of care with team (faculty and fellow students) and facility staff as deemed necessary.
   - Demonstrate interventions according to the plan of care.

5. **Demonstrate accurate documentation and health record information privacy.**

   **Learning Objectives**
   - Maintain dutifully client confidentiality when charting in the electronic medical record (EMR).
   - Document accurately patient assessment data for assigned clients in the facility health record or student electronic health record program.

6. **Choose reliable resources that support evidence based care, decrease the reliance on memory, and enhance competency within the clinical setting.**

   **Learning Objectives**
   - Demonstrate effective use of technology and standardized practices that support quality care and safe practices.
   - Use credible resources when applying observations with known diagnoses, ordered medications, and treatments.
   - Consult with clinical experts before deciding to deviate from evidence-based protocols.

7. **Establish priority of care and rationale for nursing judgments across the lifespan.**

   **Learning Objectives**
   - Present initial plan of care and the priority in which care will be given with the instructor at the start of each clinical day.
   - Base individualized interventions on client values, clinical expertise and evidence for best practice.
   - Demonstrate incorporation of credible resources and best practice into nursing judgments.
8. **Demonstrate critical thinking skills in providing quality client care across the lifespan.**

   **Learning Objectives**
   - Determine pertinent client data related to knowledge of pathophysiology and pharmacology.
   - Utilize critical thinking skills when applying observations for known diagnoses and treatments.
   - Relate pertinent laboratory/diagnostic testing with client diagnoses, medication regimen, and treatments.
   - Recognize importance of active partnership with clients and designated surrogates for quality care.
   - Use evidence based care when gathering patient data and following plan of care.
   - Use policies, procedures, environmental safety standards to provide quality care across the lifespan.

9. **Determine methods used by interdisciplinary teams to improve client care.**

   **Learning Objectives**
   - Describe strategies for learning about the outcomes of care in the setting in which one is engaged in clinical practice.
   - Apply concepts from credible sources to validate the importance of quality improvement in health care.
   - Recognize the contributions of standardization and reliability to quality improvement.

10. **Choose open, effective communication within the healthcare team.**

    **Learning Objectives**
    - Use effective communication with residents, faculty, facility staff, and fellow students.
    - Identify potential risks in communication that may occur across transitions in care.
    - Discuss communication strategies effective in conflict resolution.
    - Discuss communication responsibility to prevent actual/potential patient complications.

11. **Administer all client cares safely in the clinical setting.**

    **Learning Objectives**
    - Acknowledge own potential to contribute to effective, safe care to team functioning.
    - Demonstrate 90% accuracy in medication dosage calculations.
    - Communicate with team members in a timely manner, adapting own style of communicating to needs of the team and situation.

12. **Demonstrate professionalism in assigning and monitoring nursing tasks to nursing assistants.**

    **Learning Objectives**
    - Demonstrate understanding of the Minnesota Board of Nursing LPN scope of practice.
    - Demonstrate adaptability and exhibit positive teamwork when assigning patient care tasks to unlicensed assistive personnel.
    - Perform with integrity, consistency, and respect for differing views.

**SCC Accessibility Statement**

South Central College strives to make all learning experiences as accessible as possible. If you have a disability and need accommodations for access to this class, contact the Academic Support Center to request and discuss accommodations. North Mankato: Room B-132, (507) 389-7222; Faribault: Room A-116, (507) 332-7222.

Additional information and forms can be found at: [www.southcentral.edu/disability](http://www.southcentral.edu/disability)

This material can be made available in alternative formats by contacting the Academic Support Center at 507-389-7222.

**Academic Honesty - Nursing**

**Nursing - Academic Honesty**

Academic honesty is a core principle of learning and scholarship. When you violate this principle, you cheat yourself of
the confidence that comes from knowing you have mastered the targeted skills and knowledge. You also hurt all members of the learning community by falsely presenting yourself as having command of competencies with which you are credited, thus degrading the credibility of the college, the program, and your fellow learners who hold the same credential.

All members of the learning community share an interest in protecting the value, integrity, and credibility of the outcomes of this learning experience. We also have the responsibility to censor behaviors that interfere with this effort. The following behaviors will be subject to disciplinary action:

**Plagiarism** - presenting someone else's words, ideas, or data as your own work.

**Fabrication** - using invented information or the falsifying research or other findings.

**Cheating** - misleading others to believe you have mastered competencies or other learning outcomes that you have not mastered. Examples include, but are not limited to:

1. Copying from another learner's work.
2. Allowing another learner to copy from your work.
3. Using resource materials or information to complete an assessment without permission from your instructor.
4. Collaborating on an assessment (graded assignment or test) without permission from the instructor.
5. Taking a test for someone else or permitting someone else to take a test for you.

**Academic Misconduct** - other academically dishonest acts such as tampering with grades, taking part in obtaining or distributing any part of an assessment, or selling or buying products such as papers, research, projects or other artifacts that document achievement of learning outcomes.

**Desire to Learn or D2L - Nursing**

**Nursing - Desire to Learn or D2L**

Students are expected to know how to access and use the D2L site for this course. This includes but is not limited to the drop box, discussions, e-mail functions, and grade book. Communication will occur through this route. You are to check D2L several times each week to read announcements and requirements.

**Communication - Nursing**

Positive, direct and timely communication is expected.

Use of messaging by e-mail is encouraged.

Only southcentral.edu e-mail addresses will be used.

E-mail will be answered as timely as possible. No response should be expected until the following day if message is received after 6pm.

E-mail will not be routinely responded to over the weekend.

E-mail received Friday after 3pm has no guarantee of response until Monday, after class.

Instructor is known to be on the computer after 8pm, do not assume communication will be guaranteed.
E-mail etiquette is expected. The following rules should be utilized:

1. Include a brief entry in the Subject line.
2. In the Subject line, include either “response requested” or “no response needed”.
3. Never send a message when angry or emotionally upset.
4. Re-read the message before sending to make sure content is appropriate and professional.
5. E-mail messages will be returned with “Inappropriate message” in the Subject line when the above is not followed.
6. Include your first and last name when signing off.

**Teacher Expectations of Students in Clinical- Nursing**

Nursing - Teacher Expectations of Students in Clinical

1. It is expected that you attend all clinical hours; you will contribute to pre/post clinical activities.
2. If you will miss clinical due to illness or family death you are to contact the instructor prior to the clinical. Any points assigned to the missed clinical will be lost.
3. You will come to clinical early to prep for proficient knowledge specific to: Dx, Hx, medications, labs, imaging, treatment plan, and goals for complete plan of care. You must be ready to begin cares following nursing report.
4. You will be assessed on the attributes listed on the SCC clinical evaluation tool.
5. You will turn in on time a completed, accurate worksheet packet on the patient.
6. Additional assignments may be given based on indications of a clinical need.

**MATH TEST POLICY FROM THE NURSING HANDBOOK- Nursing**

Nursing - MATH TEST POLICY FROM THE NURSING HANDBOOK:

Math Competency *(Updated 8/2011)*: Math competency and the ability to apply mathematical concepts appropriately and consistently in the patient setting is of vital importance in nursing. The primary purpose of administering medications is to improve therapeutic outcomes and quality of life for patients. Failure to accurately calculate and administer the right dose of a patient’s medication may lead to serious and life-threatening consequences, not to mention potential disciplinary and legal ramifications for the nurse.

In order to ensure that students are adequately prepared to administer medication safely, math content will be incorporated throughout the curriculum. Faculty will work with students each semester on math concepts, providing opportunities for instruction and learning. Criteria are as follows:
NURS 1275:
1. Course content includes medication administration and dosage calculations.
2. Students must successfully complete course in order to progress into the clinical course (NURS 1150).

NURS 1350:
1. Course content includes math competence and safe medication administration in the clinical setting, intervention, and critical thinking.
2. Students will be given a math comprehension & retention assessment during orientation (week 1) to identify knowledge gaps prior to beginning the clinical.
3. Students who do not achieve a score of 90% on the assessment will be required to have a remediation plan in place and re-take a second assessment during week 4-6.
4. A score of 90% must be achieved on the second assessment or the student will fail the course (students may have the option to withdraw) and the student will need to withdraw from NURS 1350. Students who do not withdraw from the courses will receive a course grade of “F” and will be subject to the repeat policy of the Nursing Program.

NURS 2275:
1. Course content includes medication administration and dosage calculations.
2. Students must achieve a score of 90% on the math test, which will be given 2-3 weeks prior to starting clinical (NURS 2250).
3. Students who do not achieve a score of 90% on the first math test will have 2 weeks to remediate and take the second and final test.
4. A score of 90% must be achieved or the student will fail the course (students may have the option to withdraw) and the student will need to withdraw from NURS 2250. Students who do not withdraw from the courses will receive a course grade of “F” and will be subject to the repeat policy of the Nursing Program.

NURS 2375:
1. Course content includes math competence, intervention, and critical thinking.
2. Students must achieve a score of 90% on the math test, which will be given 2-3 weeks prior to starting clinical (NURS 2350).
3. Students who do not achieve a score of 90% on the first math test will have 2 weeks to remediate and
take the second and final test.

4. A score of 90% must be achieved or the student will fail the course (students may have the option to withdraw) and the student will need to withdraw from NURS 2350. Students who do not withdraw from the courses will receive a course grade of “F” and will be subject to the repeat policy of the Nursing Program.

NURS 2450 and 2550:
1. Math content will be evaluated as part of the course grade, as determined appropriate by the faculty.
2. No course specific math tests will be given.
3. Students who demonstrate a persistent inability to correctly calculate medication dosages in the clinical setting may be placed on a student learning contract with individualized learning objectives to ensure safe practice.

Course Evaluation- Nursing

Nursing - Course Evaluation

Course evaluation will be based on computer examinations, class assignments, participation, rubric expectations, and D2L requirements.

Instructor reserves the right to change evaluation tools and outlines in D2L used for grading.

Grading will be based on percentage of the total points possible.

Students will be given advanced notice of dates for exams and assignments.

Unscheduled quizzes and/or activities may be introduced at any time during the semester.

It is the student’s responsibility to keep track of point postings in D2L.

Exposure to Hazardous Materials- Nursing

Exposure to Hazardous Materials

In this course you will be exposed to biohazard waste during your clinical experience. Students are required to participate in facility Blood Borne Pathogen training during orientation and to follow all facility policies and procedures regarding handling and exposure to biohazard waste.

SCC Handbooks- Nursing

Nursing - SCC Handbooks

Refer to the information and policies in the current SCC Catalog and Nursing Handbooks. You are a member of our
SCC learning community and are responsible for knowing and following these requirements. The Nursing Handbook can be found at [http://southcentral.edu/nursing/nursing-handbook.html](http://southcentral.edu/nursing/nursing-handbook.html), SCC College policies are at [http://southcentral.edu/academic-policies/academic-dishonesty.html](http://southcentral.edu/academic-policies/academic-dishonesty.html)

**Student Feedback- Nursing**

**Nursing - Student Feedback**

Students are encouraged to give feedback that will serve to improve the nursing curriculum. Feedback must be given in a constructive manner and a possible solution or resolution must be offered.

1. Discuss issue with current instructor offering a possible solution
2. Call or e-mail your instructor to schedule a date and time for meeting
3. Present possible solution and feedback to nursing faculty in writing before scheduled meeting
4. Present possible solution and feedback to nursing faculty verbally at appointed meeting.
5. Work with your student representative to provide constructive feedback to the nursing faculty at faculty meetings.

**Campus Closing- Nursing**

**Nursing - Campus Closings**

If it is determined by the college administration or the governor that emergency conditions have developed which change the college's normal operating times, an announcement will be made via radio and television broadcasts over the following stations: KTOE (AM 1230), KEEZ (FM 99.1), KXL (FM 93), KNUJ (AM 860), KDOG (FM 96.7), KSTP (channel 5), KEYC-TV (channel 12), KDHL (AM 920), KQLC (FM 95.9), and WCCO (AM 830). Please note that the closing may be specific to facility, South Central College - North Mankato or Faribault.

We recommend that you register for the Star Alert system so you will know if the college closes. Directions can be found at [http://southcentral.edu/campus-security/star-alert.html](http://southcentral.edu/campus-security/star-alert.html)

In an emergency, Star Alert will send a text message to the cell number(s) and/or e-mail address(es) you provide. Notifications identified as "Star Alert" messages will note the nature of the emergency, what action, if any, you are to take, and where to find more information. Star Alert also will let you know if campus is closed or if classes are delayed or cancelled.