South Central College

NURS 2250  Semester 1 Clinical Practice

Course Outcome Summary

Course Information

Description
This course provides an opportunity to integrate laboratory and supervised client care in the long-term health care setting. Students utilize the Nursing Process to collect data, implement nursing interventions and administer medications. Emphasis is placed on organization, critical thinking, therapeutic communication, and use of the EHR (electronic health record). Professional behavior will be modeled including ethics, maintaining confidentiality, and recognizing the hierarchy structure in health care. This course will also cover the characteristics of hazardous wastes and its safe handling, storage, and disposal. (Prerequisite: Acceptance into Nursing Program is required in order to register for Nursing Courses)

Total Credits 2
Total Hours 64

Types of Instruction

Instruction Type Credits/Hours
Laboratory/Clinical 2/64

Pre/Corequisites

Acceptance into Nursing Program is required in order to register for Nursing 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 of life.

Course Competencies
1. **Discover concepts of culture and cultural sensitivity for the long-term care (LTC) setting.**

   **Learning Objectives**
   - Discuss the unique aspects of long-term care culture.
   - Identify resident cultural and spiritual needs in the LTC setting.

2. **Demonstrate use of evidence based practice in the development of nursing interventions.**

   **Learning Objectives**
   - Use the Nursing Process to identify basic nursing interventions.
   - Demonstrate use of evidence based practice to support basic nursing intervention (ex. hand-washing, lifting, feeding residents).
   - Use SBAR tool when sharing resident information and interventions (ex. SBAR format: situation, background, assessment, recommendation).

3. **Demonstrate accurate resident assessment.**

   **Learning Objectives**
   - Discuss normal and abnormal assessments for the elderly population.
   - Practice head to toe assessment for elderly resident.
   - Demonstrate accurate vital sign performance including pain assessment.
   - Report assessment and vital sign abnormalities to instructor or assigned nurse in a timely manner.
   - Use data to support nursing diagnosis for resident plan of care.

4. **Demonstrate safe nursing interventions in resident care with accuracy and best practice rationale.**

   **Learning Objectives**
   - Identify the role of the student nurse and other team members to provide safe resident outcomes.
   - Choose best practice measures to promote safety in the long-term care setting.
   - Identify deficits that may impede resident safety (ex. visual, hearing, sensory/perceptual)
   - Perform Activities of Daily Living (ADL’s) safely.
   - Identify nursing interventions using supportive rationale for plan of care development.
   - Explain rationale for priorities for care of one patient.
   - Display appropriate time management skills.

5. **Use therapeutic communication in the patient-care setting.**

   **Learning Objectives**
   - Demonstrate use of verbal and nonverbal therapeutic communication
   - Demonstrate caring behaviors with resident interaction (ex. comforting approach, honesty, attentive listening, touch when appropriate).
   - Demonstrate respect for resident privacy and choices.

6. **Demonstrate responsible nursing judgment in medication administration including patient teaching.**

   **Learning Objectives**
   - Describe medication action, side-effects, and indications for resident.
   - Administer medications safely and in a timely manner.
   - Explain to resident about medications administered
   - Discuss potential side-effects to evaluate.

7. **Identify quality improvement measures to promote safety in the long-term care setting.**

   **Learning Objectives**
   - Identify resident care concerns and works on improving patient satisfaction.
   - Discover quality improvement projects in the long-term care setting (ex. National Safety Goals and fall prevention).
   - Identify measures to prevent medication errors in the LTC setting.
   - Discuss safety technologies in the LTC setting (ex. automatic alerts/alarms, bed alarms, call lights, security cameras).

8. **Discuss professionalism in the nursing role related to leadership hierarchy, established codes of ethics, and legal frameworks.**
Learning Objectives
Follow the hierarchy of leadership within the clinical setting.
Discuss basic code of ethics in health care (ex. autonomy, beneficence).
Discuss potential for confidentiality violations in health care.
Show initiative to investigate new information and seek out opportunities for learning for self and others.

9. Identify the role of the student nurse within the health care team to provide safe resident outcomes.

Learning Objectives
Follow professional expectation for the nursing student according to nursing handbook (ex. dress code, punctuality, breaks, absences, assignments).
Work cooperatively with others and contribute to positive client outcomes.
Interpret collected data accurately including reporting to others or documentation.

10. Demonstrate accurate documentation and sharing of client information within health care team.

Learning Objectives
Review facility regulations and accessing resident records (ex. confidentiality).
Demonstrate computer documentation accurately.
Document in electronic health record (EHR) with minimal assistance using appropriate nursing language, medical terminology while maintaining confidentiality standards.

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

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.

**SCC Email- Nursing**

**Nursing - SCC Email**
Students are responsible for checking their South Central College email. If instructors need to contact students that is how we will do it. We cannot use other e-mail addresses for privacy reasons. If there is another email that you check more often, arrange for SCC messages to be forwarded to that email account.

**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.

**Student Contributions and Professionalism- Nursing**

**Nursing - Student Contributions and Professionalism**

1. Actively participate in clinical activities and discussions.
2. Identify and work with clinical partner(s) when assigned.
3. Complete preparatory paperwork and research prior to assigned clinical.
4. Complete and submit assignments and projects on time.
5. Utilize D2L for course information, forms and materials, grades, etc.
6. Spend at least two (2) hours preparing for each clinical, and completing paperwork each week.
7. Submit all written work neat and professional in appearance with accurate spelling and grammar.

**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.

**Grading- 1st Semester Clinical- Nursing**

**Nursing - Grading – 1st Semester Clinical**

This clinical is pass/fail. Failure of any of the P/F components/assignments of the course will result in failure for the course. Students are responsible for being aware of their academic standing. Students will be given one remediation opportunity to correct papers or assignments that (at the discretion of the instructor) are not sufficient for passing standards. P/F postings will be available on D2L in the grade book. Clinical performance will be assessed for pass/fail
status using the South Central College Clinical Evaluation tool.

Clinical Evaluation

This is a pass/fail course based on student's clinical performance using the clinical evaluation tool.

Students clinical performance will be evaluated weeks 2-4 using 0-3 scale.

1. The clinical evaluation tool will not begin until clinical day 3 (This after the mandatory orientation on day 1 with day 2 as more clinical orientation), thus weeks 2, 3, and 4 will be evaluated.
2. If during Week 1, if someone does something that is grossly unsafe and has to be captured, then a learning plan would be developed for that occurrence and then a zero included to the total clinical evaluation score.
3. Students will earn a 1, unless their performance is really stellar and ABOVE the expectation for a first semester student for a particular criterion, then a 2 will be earned. Any zeros will mean they need a learning plan.
4. Students earning 3 zeros (total score 111 or less) in the clinical setting would fail the course.

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.

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)
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), KXLP (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

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.