South Central College

NURS 1375 Laboratory Application

Common Course Outline

Course Information

Description This course facilitates preparation for the future role of a licensed practical nurse (LPN). Emphasis is placed on understanding concepts of organizational structure, supervision, and managing care as it relates to the LPN role and practice. Ability to function within a variety of simulated client situations across the lifespan will be integrated into practice. Use of information technology and computer information systems will be used to meet patient needs and use of evidence-based practice. Time management, prioritization, and effective, professional communication will be used to manage client care, enhance teamwork, and provide accurate information as a member of the interdisciplinary team. (Prerequisites: NURS 1150)

Career Cluster Health Science Technology

Instructional Level Technical Diploma

Total Credits 2.00

Total Hours 64.00

Types of Instruction

Instruction Type Laboratory

Credits/Hours 2/64

Pre/Corequisites

Prerequisite NURS 1150

Institutional Core Competencies

1. Analysis and inquiry: Students will demonstrate an ability to analyze information from multiple sources and to raise pertinent questions regarding that information.

2. Civic knowledge and engagement- local and global: Students will understand the richness and challenge of local and world cultures and the effects of globalization, and will develop the skills and attitudes to function as "global citizens."

3. Critical and creative thinking: Students will develop the disposition and skills to strategize, gather, organize, create, refine, analyze, and evaluate the credibility of relevant information and ideas.

4. Ethical reasoning and action: Students will develop ethical and social responsibility to self and others, and will collaborate with others to address ethical and social issues in a sustainable manner.
5 Foundations and skills for lifelong learning: Students will display an understanding of learning as a lifelong process through demonstration of a desire to learn, the willingness to apply learning to other areas of their lives, the ability to think and act independently, be willing to take the initiative to get projects done, and demonstrate the ability to reflect upon what has occurred and how it impacts the student and others.

6 Intercultural knowledge and competence: Students will recognize and understand the rich and complex ways that group and individual inequalities and interactions impact self and society.

7 Teamwork and problem-solving: Students will demonstrate the ability to work together cohesively with diverse groups of persons, including working as a group to resolve any issues that arise.

8 Written and oral communication: Students will communicate effectively in a range of social, academic, and professional contexts using a variety of means, including written, oral, numeric/quantitative, graphic, and visual modes of communication.

Program Student Learning Outcomes

1 Human Flourishing - Promote the human dignity, integrity, self-determination, and personal growth of patients, oneself, and members of the health care team.

2 Nursing Judgment - Provide a rationale for judgments used in the provision of safe, quality care and for decisions that promote the health of patients within a family context.

3 Professional Identity - Assess how one's personal strengths and values affect one's identity as a nurse and one's contributions as a member of the health care team.

4 Spirit of Inquiry - Question the basis for nursing actions, considering research, evidence, tradition, and patient preferences.

External Standards

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<tr>
<th>Title</th>
<th>QSEN</th>
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<td>Sponsoring Organization</td>
<td>Quality and Safety Education for Nurses</td>
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Target Standards

Informatics. "Use information and technology to communicate, manage knowledge, mitigate error, and support decision making."

Patient-centered Care. "Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs."

Teamwork and Collaboration. "Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect and shared decision-making to achieve quality patient care."

Evidence-based Practice (EBP). "Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care."

Quality Improvement (QI). "Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems."

Safety. "Minimizes risk of harm to patients and providers through both system effectiveness and individual performance."

Course Competencies

1 Compare differences of various health care institutions organizational structures and impact for LPN role and practice.

Learning Objectives
Review an organizational chart of a health care organization as it relates to “chain of command”. Compare and contrast nursing care delivery models. Explain LPN role and responsibilities as it relates to the interdisciplinary team within variety of health care settings. Discover health care quality improvement standards of practice (Minnesota Department of Health: Minnesota Health Quality Measures and Minnesota Hospital Quality Reports). Value life-long education for self and staff education for continued competency.

2 Apply principles to promote professional relationships within the interdisciplinary team including clients and their families within a variety of health care settings and situations.

Learning Objectives
Apply communication techniques that illicit identifying client needs and problem solving within the team. Understand the roles and abilities of the interdisciplinary team. Analyze the LPN role and level of authority for assigning tasks to unlicensed assistive personnel. Recognize and report staff conflict. Participate in client education using standards of practice and evidence-based practice (example: discharge instructions). Participate in client transfer or discharge. Practice consistent use of a standardized method of reporting to another staff (example: SBAR).

3 Demonstrate problem-solving actions to take in emergency and non-emergency clinical situations.

Learning Objectives
Participate in the informed consent process. Manage care for the stable client with procedural needs. Manage care of the stable client with perioperative needs. Manage the care of the client requiring emergency treatment. Use principles of safety for security plan (example: infant abduction, flight risk, evacuation).

4 Interpret care of patient with complicated health care needs using the nursing process and evidence-based practice.

Learning Objectives
Interpret a nursing care plan as it relates to the LPN role. Employ use of credible resources and standards to guide practice. Identify client factors that may influence accident or error in the home related to age, developmental stages, lifestyle, lighting, and environment. Value the importance of reporting incidences as it relates to quality improvement and improving practice.

5 Demonstrate ability to manage care for a variety of clients across the lifespan.

Learning Objectives
Uses time effectively in providing client care in various situations across the lifespan (example: needs of pregnant clients, clients with psychological conditions, and acute or chronic illnesses). Demonstrate ability to prioritize data collection for a health history and physical baseline. Participate in planning client care based on client individual needs (example: diagnosis, abilities, prescribed treatment). Compare client development norms and expected behaviors. Employ standardized health promotion, maintenance, and education guidelines.

6 Apply principles of fluid balance and associated equipment to provide safe client care.

Learning Objectives
Identify signs and symptoms of client fluid overload or electrolyte imbalances. Identify signs and symptoms of client for acid-base imbalances. Describe laboratory values and interventions to correct fluid overload or blood chemistry imbalances. Recognize and report a change in client condition. Identify various venous access devices, parenteral therapy, and potential complications.

SCC Accessibility Statement
If you have a disability and need accommodations to participate in the course activities, please contact your instructor as soon as possible. This information will be made available in an alternative format, such as Braille, large print, or cassette tape, upon request. If you wish to contact the college ADA Coordinator, call that office at 507-389-7222.

Disabilities page http://southcentral.edu/academic-policies/disability-rights.html