South Central College

NURS 1150 Clinical Foundation

Common Course Outline

Course Information
    Description
This course provides an opportunity to integrate classroom/lab learning with supervised
client care in a healthcare setting. Students utilize the nursing process to collect data,
implement nursing interventions and administer medications, and begin the
documentation process. Nursing care is individualized to meet each client's needs with
consideration of the client's culture. Emphasis is placed on organization, critical thinking,
therapeutic communication and a holistic approach to client care. Assigned Minnesota
Board of Nursing abilities will be applied as appropriate. Professional behavior is an
expectation in this course. This course will also cover the characteristics of hazardous
wastes and its safe handling, storage, and disposal.

Total Credits   4.00
Total Hours     128.00

Types of Instruction
    Instruction Type          Credits
    Clinical                  4

Pre/Corequisites
    Prerequisite  Admission to the Nursing Program, BIOL 220 or BIOL 225 (Anatomy and Physiology I)
    Co-requisite  ENGL 100, NURS 1110, NURS 1175, NURS 1210, NURS 1275

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 Core Competencies

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.

Course Competencies

1 Identify learning needs and resources to support the care plan and empower older adult client and families.

   Learning Objectives
   Describe how information, communication, and education materials are unique for the older client and families.
   Discuss how sensory losses may affect the older adult's ability to learn.
   Identify learning needs for the older adult from the care plan.
   Identify appropriate teaching materials and resources for the older adult.

2 Demonstrate caring communication skills and cultural sensitivity when using the nursing process to contribute to the plan of care for the older adult patient.

   Learning Objectives
   Identify how physical comfort and emotional support is provided to the elderly client.
   Describe how involvement of family and friends occur for the client.
   Determine client values such as personal interests, family involvement, and other social values.

3 Reinforce established teaching plans for the older adult using strategies to empower patients/families.

   Learning Objectives
   Determine current teaching needs for the older adult from in collaboration with the nurse.
   Demonstrate ability to provide teaching material and appropriate information to the older client.

4 Maintain confidentiality when using information technology to accurately document the provision and outcomes of patient care.

   Learning Objectives
Identify how confidentiality is maintained in a long-term setting.
Identify how confidentiality is maintained with the documentation system.

5 Use technology to access reliable information and resources that support patient care, reduce reliance on memory and enhance competency within the practice setting.
Learning Objectives
Utilize facility charting system as able
Use own computer user name and password to research patient’s electronic medical record.
Determine that all documentation is complete at the end of each shift and signed appropriately.

6 Apply knowledge of pharmacology, pathophysiology, and nutrition to the care of older adults with common health problems.
Learning Objectives
Prepare appropriate medication information for the safe administration of patient’s medications.
Utilize critical thinking skills when applying observations with known diagnoses, medications and treatments for the older adult.

7 Provide rationales for prioritization of care and nursing judgments while recognizing there may be more than one solution.
Learning Objectives
Complete required sections of assigned patient case study prior to each experience.
Prioritize patient care for daily activities and interventions.
Discuss initial plan of care with instructor at the start of each clinical day.

8 Demonstrate nursing judgment when assessing, choosing nursing interventions, monitoring and reporting changes in the patient’s condition.
Learning Objectives
Complete a head to toe assessment on each assigned patient.
Provide for the client’s physical, psychosocial and spiritual needs.
Promote client independence as appropriate.

9 Demonstrate personal integrity, professional behaviors and maintain professional boundaries within the scope of nursing practice.
Learning Objectives
Demonstrate professional dress per nursing student handbook requirements.
Demonstrate good attendance and punctuality and hands in written assignments.
Demonstrate initiative, teamwork, organizational skills, and dependability in clinical setting.
Demonstrates a positive attitude in all interactions with others.
Comply with Nursing Program Health requirements.

10 Identify methods to improve patient satisfaction, and enhance cost efficient health care services.
Learning Objectives
Locate evidence reports related to clinical practice topics and guidelines.
Explain the role of evidence in determining best clinical practices.

11 Identify national patient safety goals and safe nursing practice in the clinical setting.
Learning Objectives
Demonstrate safe use of all equipment and as required by the facility for client mobility.
Value one’s own role in preventing error.
Communicate observations and concerns related to hazards and errors to the health care team.

12 Apply open communication, mutual respect and shared decision making when working with interdisciplinary health team members including patient/families.

Learning Objectives
- Obtain most recent client information from appropriate staff member.
- Communicate with facility staff any changes in patient status, and hand off care using the SBAR format.
- Communicate professionally and respectfully with staff, clients, families, faculty, and fellow students utilizing effective verbal, nonverbal, and written techniques.

13 Identify leadership skills in self and others in the provision of safe, quality patient-centered care.

Learning Objectives
- Demonstrate appropriate role of student nurse in the clinical setting.
- Explain the LPN interdependent role in contrast to the RN independent role.

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