Course Information

Description
Students apply theory related to alteration in body systems through observation and interaction with clients in a variety of health care settings, which include, but are not exclusive to: acute, clinic, and long term care. 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.

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<tr>
<th>Total Credits</th>
<th>4.00</th>
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<tr>
<td>Total Hours</td>
<td>128.00</td>
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Types of Instruction

Instruction Type
Clinical

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<th>Credits</th>
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<td>4</td>
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Pre/Corequisites

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<tr>
<th>Prerequisite</th>
<th>BIOL 225 A &amp; P 1, ENG 100, NURS 1110, NURS 1150, NURS 1175, NURS 1210, NURS 1275</th>
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<tr>
<td>Co-requisite</td>
<td>NURS 1310, NURS 1410, NURS 1610</td>
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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 Compare, contrast and value individualized holistic plans of care for patients across the lifespan.

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

2 Apply the nursing process to collect data and contribute to the plan of care for the adult patient 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 the plan of care.
Collaborate with nurse and other staff involved to meet the medical/surgical needs of the client and family.

3 Evaluate one's communication skills when working with diverse patients across the life span.

Learning Objectives
Display respect to client and families by introducing self, provide privacy, and explain actions.
Demonstrate objective listening skills to ensure client's needs are understood.
Determine if client understood provided explanations by asking for questions.
4 Integrate the patient’s culture, experience, and knowledge of his/her own health into established teaching plans.

Learning Objectives
Communicate patient values, preferences and expressed needs to other members of health care team.
Demonstrate interventions according to the plan of care.

5 Consistently maintain confidentiality and value outcomes associated with accurate documentation of patient care.

Learning Objectives
Maintain dutifully patient confidentiality when charting in the electronic medical record (EMR).
Document accurately patient assessment data.

6 Examine and value reliable resources that support evidence based patient care, decrease the reliance on memory and enhance competency within the practice setting.

Learning Objectives
Use appropriate strategies to reduce reliance on memory.
Demonstrate effective use of technology and standardized practices that support safety and quality.

7 Prioritize care and incorporate evidence in determining rationale for one’s prioritization of 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.
Demonstrate incorporation of credible resources and best practice into nursing judgments.

8 Demonstrate nursing judgment when selecting appropriate and prioritized interventions, monitoring the client’s response to nursing interventions and evaluating one’s responsibility to report change across the lifespan.

Learning Objectives
Observe and gather data pertinent to each body system, integrating knowledge of pathophysiology, pharmacology of the adult patient.
Utilize critical thinking skills when applying observations with known diagnoses, ordered medications and treatments.
Recognize pertinence of laboratory/diagnostic testing with individual client diagnoses/medication regimen.
Value active partnership with patients or designated surrogates in planning, implementation, and evaluation of care.

9 Exhibit professional behaviors, personal integrity, and lifelong learning within the student nurse role.

Learning Objectives
Uses effective communication with residents, faculty, facility staff, and fellow students.
Function competently within the student role and future scope of practice as a member of the health care team.

10 Determine quality improvement methods used by interdisciplinary teams and systems to improve policies/procedures, environmental safety and patient care.

Learning Objectives
Describe the importance 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.
11 Analyze one’s responsibility to prevent actual/potential patient complications.

Learning Objectives
Diminish the risks associated with communication that may occur among providers and across transitions in care. Value the contributions of best practice and standardizations to safety.

12 Apply safe nursing practice and follow the national patient safety goals.

Learning Objectives
Describe available evidence that may influence the choice of interventions in providing of patient-centered care. Consult with clinical experts before deciding to deviate from evidence-based protocols.

13 Demonstrate the value to teamwork and collaboration by building consensus and resolving conflicts with interacting with the interdisciplinary team.

Learning Objectives
Acknowledge own potential to contribute to effective team functioning. Communicate with team members, adapting own style of communicating to needs of the team and situation.

14 Demonstrate leadership skills and accept accountability in directing and monitoring of nursing care assigned or delegated to achieve patient care goals.

Learning Objectives
Demonstrates understanding of the Minnesota Board of Nursing LPN scope of practice. Demonstrates adaptability and exhibits positive teamwork when delegating patient cares to CNAs. Act with integrity, consistency and respect for differing views.

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