



South Central College

NURS 1150 Clinical Foundation

Course Outcome Summary

Course Information

Description	This course provides an opportunity to integrate laboratory and actual clinical 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. 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. (Prerequisites: Acceptance into Nursing Program is required in order to register for Nursing Courses)
Total Credits	3
Total Hours	96

Types of Instruction

Instruction Type	Credits/Hours
Laboratory/Clinical	3/96

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

Learning Objectives
Recognize importance of client rights and informed consent with client interactions.
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.
Describe how information, communication, and education materials are unique for the older client.
- 2. Demonstrate caring communication skills and cultural sensitivity when using the nursing process to contribute to the plan of care for the older adult client.**

Learning Objectives
Identify how physical comfort and emotional support is provided to the elderly client.
Determine client values such as personal interests and other social values.
- 3. Discover established teaching plans for the older adult client.**

Learning Objectives
Determine current teaching needs for the older adult in collaboration with the nurse and established plan of care.
Demonstrate ability to provide teaching material and appropriate information to the older client.
- 4. Provide confidentiality when using information technology in the provision of client care.**

Learning Objectives
Identify how client confidentiality is maintained in a long-term setting.
Discuss situations in which confidentiality of client health records can occur.
Demonstrate confidentiality when accessing the client health record.
- 5. Use technology to access reliable information and resources that support client care.**

Learning Objectives
Discuss features of electronic documentation system that reduce reliance on memory and enhance competency within clinical settings.
Use electronic documentation systems effectively.
Demonstrate ability to record pertinent client information accurately.
Recognize the value of standardized documentation.
- 6. Apply knowledge of pharmacology and health promotion concepts to the care of older adults with common health problems.**

Learning Objectives
Describe medication information necessary prior to administration.
Identify nursing interventions within the plan of care to promote client health status.
Use critical thinking skills when applying observations with known diagnoses, medications and treatments for the older adult.
Describe ways to promote the dietary plan for the client.
Recognize importance of rest and sleep routines for individual clients.
- 7. Provide rationale for prioritization of care and nursing judgments while recognizing there may be more than one solution.**

Learning Objectives
Complete data collection for assigned client prior to clinical experiences.
Discuss initial plan of care with instructor at the start of each clinical day.
Explain priorities of client care for daily activities and interventions.
Discuss other options for care if there is a change in the client's condition.
- 8. Demonstrate nursing judgment when assessing, choosing nursing interventions, monitoring, and reporting changes in the client's condition.**

Learning Objectives
Identify the client's possible physical, psychosocial and spiritual needs.

Perform a head-to-toe assessment on each assigned patient.
Demonstrate promotion of client independence according to established care plan progression.
Promote patient safety with interventions.
Report changes in monitored activities in a timely manner.

9. Demonstrate personal integrity, professional behaviors and maintain professional boundaries within the scope of nursing practice.

Learning Objectives

Discuss Nursing Program requirements for clinical course.
Demonstrate professional dress per nursing student handbook requirements.
Demonstrate punctuality in attendance and submission of written assignments.
Demonstrate initiative, teamwork, organizational skills, and dependability in clinical setting.
Demonstrate a positive attitude in all interactions with others.

10. Identify methods to improve client satisfaction, and enhance cost efficient health care services.

Learning Objectives

Identify methods for efficiency and cost effective practice.
Explain the importance of evidence in determining best clinical practices.
Discuss quality improvement measures to enhance patient satisfaction.

11. Apply standards of practice for safe nursing practice for the long-term clinical setting.

Learning Objectives

Describe national patient safety practice in the clinical setting.
Describe one's own role in error prevention.
Communicate observations and concerns related to hazards and errors to the health care team.
Demonstrate safe use of all equipment as required by the facility for client mobility.

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

Learning Objectives

Demonstrate use of standardized communication with appropriate staff member to obtain the most recent client information.
Communicate with facility staff any changes of client status in a timely manner.
Communicate professionally and respectfully with staff, clients, faculty, and fellow students utilizing effective verbal, nonverbal, and written techniques.

13. Demonstrate the student nurse role in the clinical setting including identification of tasks assigned.

Learning Objectives

Explain the LPN interdependent role in contrast to the RN independent role.
Discuss tasks that can be assigned to specific health care team members.
Determine appropriate role of student nurse in the clinical setting.

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.

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:

Include a brief entry in the Subject line.

In the Subject line, include either “response requested” or “no response needed”.

Never send a message when angry or emotionally upset.

Re-read the message before sending to make sure content is appropriate and professional.

E-mail messages will be returned with “Inappropriate message” in the Subject line when the above is not followed.

Include your first and last name when signing off.

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.

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.
8. Each student is to act in a professional manner. Refer to the Student Professional Expectation Guideline in the Nursing Handbook. <http://www.southcentral.edu/nursing/nursing-handbook.html>

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.

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.

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> , SCC College policies are at <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), 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.