Brookhaven Nursing

RNSG 2462
Clinical-Nursing-Registered Nursing Training
Spring 2012

Instructor Information
Instructor: Sheila Gilliam, MSN, RN
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Office Hours: See posting on office door.
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Division Information
Division: Health and Human Services
Secretary: Ann Cortez
Phone: 972-860-4754

Course Information
Course Number: RNSG 2462
Section Number: Section 2261
Class Meeting Times: Clinicals are scheduled on Tuesdays at Methodist Medical Center of Dallas from 7 am to 7 pm for 10 weeks during the spring semester.
Credit Hours: 3 SCH, O Lecture, 12 ext hours

Prerequisites: Semester One Courses
Co-requisites: RNSG 1441, RNSG 1144

Required Materials:
All texts and supplies as specified.

Course Description:
A health related work-based learning experience that enables the student to apply nursing theory, skills, and concepts. Direct supervision is provided by the clinical professional. The course utilizes a systematic problem-solving process and critical thinking skills to provide nursing care of adults with common care needs in diverse health care settings. The focus is on health promotion, work, and critical thinking skills. The emphasis is on performance of an adult assessment, pharmacotherapeutic interventions, and the collaboration in course-related and basic workplace nursing care.
End-of-Course Outcomes:

The student will apply the theory, concepts, and skills involving nursing materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems, practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of nursing.

Teaching/Learning Activities:

1. Role playing
2. Audio-visual aids
3. Small group discussion
4. Printed handouts
5. Selected clinical experiences
6. Pre and post clinical conferences
7. Self-paced learning packets
8. Guest speakers
9. Nursing care plans
10. Communications exercises
11. Peer review
12. Internet
13. Service learning
14. Critical thinking exercises
15. Case studies

Student Learning Outcomes (Clinical Objectives)

1) Demonstrate the ability to complete a physical/psychosocial assessment and develop a plan of care for clients with common health problems.
2) Implement a teaching care plan for individuals/families with common health problems.
3) Demonstrate the ability to time manage and organize care for a group of clients with common health problems.
4) Recognize appropriate skills that may be delegated to unlicensed personnel.
5) Develop the nursing process using critical thinking skills.
6) Utilize leadership skills with peers and staff while caring for individuals with common health problems.
7) Demonstrate accountability for legal/ethical standards of care for individuals with common health problems. Maintain confidentiality at all times.
8) Demonstrate ability to administer intravenous medications safely with supervision.
9) Demonstrate ability to administer medications and perform skills specific to this level in a safe and accurate manner.
10) Communicate effectively with the health care team.
11) Evaluate and document daily patient outcomes that are written and/or on the computer.
12) Actively participate in service learning activity or community service project as approved by faculty.
13) Communicate with faculty necessary information to maintain safety and effective care.
14) Demonstrate honesty and ethical behavior in clinical behaviors.
15) Demonstrate application of safety concerns in delivering patient care in a clinical setting.
Grading:

Evaluation of the clinical performance is rated by “satisfactory” or “unsatisfactory,” and is reflected in the clinical evaluation tool. Daily paperwork is considered as part of this satisfactory performance. It must be completed on each patient. This is part of your preparation for clinical and is necessary for you to be safe in your patient care. The clinical evaluation tool identifies behaviors that must be met in order for the student to achieve a “satisfactory” evaluation. In order to progress to the next nursing course, a “satisfactory” must be earned on the clinical evaluation. All students will be evaluated formally twice a semester, once at midterm and again at the end of the semester.

In the event that a student exhibits unsafe or unacceptable behavior, a Progress Record will be initiated. The student will be given an opportunity to improve clinical performance. If the unacceptable behavior is continued, a Formal Learning Contract will be initiated. This Formal Learning Contract will describe the behavior, identify how the student should improve, and specify a time for the improvement to occur. If the behavior does not improve, the student will receive an “unsatisfactory” for the clinical course.

In addition to earning a “satisfactory” on the clinical evaluation tool, the student will receive a grade based on a written clinical assignment (major care plan) and a project as defined by the instructor. The assignments are equally weighted at 50% each. There will also be weekly care plans which are completed prior to delivering patient care each week.

Critical/Clinical Skills:

The student is responsible for being able to perform all of the Semester One skills and expectations.

Skills taught in Semester Two:

- Medication administration: intramuscular, subcutaneous, intradermal, Z-track
- Use of Tubex, Insulin mixing, combining medications
- Narcotic administration
- Maintenance of intermittent infusion devices
- Conversion of continuous I.V. to intermittent infusion device
- Performing venipuncture
- I.V. infusion pump
- Care of multiple lumen catheters
- Central line dressing change
- Patient controlled analgesia pump monitoring
- Blood administration monitoring
- Tracheostomy care and suctioning
- Set-up and care of chest tube system
- All skills learned from RNSG 1105

Academic Honesty

All graded papers need to be written and cited in APA format as summarized in the Publication Manual of the American Psychological Association.

Scholastic dishonesty is a violation of the Code of Student Conduct. Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion. As a college student, you are considered a responsible adult. Your enrollment indicates acceptance of the Dallas County Community Colleges Code of Student Conduct published in the Dallas County Community Colleges Catalog. https://www1.dcccd.edu/cat0506/ss/code.cfm

Revised 1-2012 by S. Gilliam
**ADA Statement**

If you are a student with a disability and/or special needs who requires accommodations, please contact the college Disability Services Office.

**Religious Holidays**

Absences for observance of a religious holy day are excused. A student whose absence is excused to observe a religious holy day is allowed to take a make-up examination or complete an assignment.

**Withdrawal Policy**

If you are unable to complete this course, it is your responsibility to withdraw formally. The withdrawal request must be received in the Registrar’s Office by April 12, 2012. Failure to do so will result in your receiving a performance grade, usually an “F.” If you drop a class or withdraw from the college before the official drop/withdrawal deadline, you will receive a “W” (Withdraw) in each class dropped.

**Disclaimer Reserving Right to Change Syllabus**

This syllabus is subject to change at the discretion of faculty as necessary.

**Brookhaven College SCANS Statement**

- **What Are SCANS Skills?**
  These are the skills that employers need the most from their workers. SCANS skills are the predictors of success in the workplace.

- **Who Defined These Skills?**
  In 1989, the U.S. Departments of Labor and Education jointly surveyed U.S. employers to find out the most important skills and competencies needed by workers. The results of that survey identified SCANS (Secretary’s Commission on Achieving Necessary Skills).

- **Brookhaven College Students and SCANS**
  Brookhaven College is committed to the preparation of our students for success in the workplace.

At Brookhaven College, courses provide learning outcomes which result in the mastery of SCANS skills. Although each course will not include every SCANS skill, each course syllabus will identify the specific SCANS skills and competencies taught in that course. Throughout a formal program of study (certificate, degree, or transfer program), a student will have the opportunity to master all SCANS and competencies.

**SCANS WORKPLACE COMPETENCIES**

<table>
<thead>
<tr>
<th>1A Managing Resources</th>
<th>1b Interpersonal Skills</th>
<th>1c Information Skills</th>
<th>1d Systems Knowledge</th>
<th>1e Using Technology</th>
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<tbody>
<tr>
<td>(1) Manage time</td>
<td>(1) Work on teams</td>
<td>(1) Acquire/evaluate data</td>
<td>(1) Work in social systems</td>
<td>(1) Select equipment/tools</td>
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<tr>
<td>(2) Manage money</td>
<td>(2) Teach others</td>
<td>(2) Organize/maintain data</td>
<td>(2) Work in technological systems</td>
<td>(2) Apply technology to tasks</td>
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<tr>
<td>SCANS FOUNDATION SKILLS</td>
<td>LEARNING OUTCOMES</td>
<td>EVALUATIVE METHOD – Performance will be measured by:</td>
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<tr>
<td>1c (1-3) 2a (1,2,5) 2b (1-5)</td>
<td>Demonstrate the ability to complete a physical/psychosocial assessment and develop a plan of care for clients with common health problems.</td>
<td>Medical/surgical assessment form, nursing care plan, clinical evaluation tool</td>
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<tr>
<td>1a (4,5) b (1-3) 2b (3,3,6)</td>
<td>Implement a teaching care plan for individuals/families with common health problems.</td>
<td>Teaching care plan form, nursing care plan, clinical evaluation tool</td>
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<tr>
<td>1a (1,5) 1b (1-6) 1c (1-3) 2 (4,5) 2b (1-6) 2c (1-5)</td>
<td>Demonstrate the ability to time manage and organize care for a group of clients with common health problems.</td>
<td>Time management form, clinical evaluation tool</td>
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<td>2b (1-5) 1a (1-6) 1b (1-3) 1c (1-3) 1 d (1,2)</td>
<td>Delegate appropriate skills to unlicensed personnel.</td>
<td>Clinical evaluation form</td>
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<td>1c (1-3) 2b (1-6)</td>
<td>Develop the nursing process using critical thinking skills.</td>
<td>Nursing care plan, clinical evaluation tool</td>
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<td>2a (1-5) 2b (1-5) 1a (1-5) 1b (1-3), 1c (1-3) 1d (1,2)</td>
<td>Utilize leadership skills with peers and staff while caring for individuals with common health problems.</td>
<td>Clinical evaluation tool</td>
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<td>2c (1,5) 1a (5) 1b (2,3,4,5) 1c (1-4) 1d (1) 1e (2)</td>
<td>Demonstrate accountability for legal/ethical standards of care for individuals with common health problems.</td>
<td>Clinical evaluation tool, nursing care plan</td>
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<tr>
<td>1a (1-5) 1b (1-3) 2a (3) 1c (1-3) 2b (2,3) 2c (1)</td>
<td>Demonstrate ability to administer intravenous medications safely with supervision.</td>
<td>Clinical evaluation tool</td>
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<td>1b (1-6) 2a (4,5) 1d (1)</td>
<td>Communicate effectively with the health care team.</td>
<td>Clinical evaluation tool</td>
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<td>1c (1-4) 1d (2,3)</td>
<td>Evaluate and document daily patient outcomes that are written and on the computer.</td>
<td>Computer documentation, Clinical evaluation tool</td>
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<td>Actively participate in service learning activity.</td>
<td>Clinical evaluation tool</td>
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