Instructor: Tracey A. Hobbs, MSN, RNC

Contact Information:
E-Mail: thobbs@dcccd.edu
Office location: X1098
Office phone: 972-860-4661
Office Hours: Posted and by appointment

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 systematic problem-solving process and critical thinking skills to provide nursing care of adults with common care needs in diverse health care settings. Focus is on health promotion, work, and critical thinking skills. Emphasis is on performance of an adult assessment, pharmacotherapeutic interventions, and the collaboration in course-related and basic workplace

Prerequisites: Semester one courses
Co-requisites: RNSG 1441, RNSG 1144

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. Planned teacher/student conferences
8. Self-paced learning packets
9. Guest speakers
10. Nursing care plans
11. Communications exercises
12. Peer review
13. Internet
14. Service learning
15. Critical thinking exercises
16. 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.
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.

Critical/Clinical Skills:

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
Initiating and maintaining IV therapy
Performs 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 in RNSG 1105

This syllabus is subject to change at the discretion of the faculty
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>(3) Manage materials</td>
<td>(3) Serve customers</td>
<td>(3) Interpret/com-communicate data</td>
<td>(3) Monitor/correct systems</td>
<td>(3) Maintain/trouble-shoot technologies</td>
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<tr>
<td>(4) Manage space</td>
<td>(4) Lead others</td>
<td>(4) Process data with computer</td>
<td>(4) Design/improve systems</td>
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<td>(5) Manage human resources</td>
<td>(5) Negotiate conflict</td>
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<td>(6) Work with diversity</td>
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### SCANS FOUNDATION SKILLS

<table>
<thead>
<tr>
<th>2a Basic Skills</th>
<th>2b Thinking Skills</th>
<th>2c Personal Qualities</th>
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</thead>
<tbody>
<tr>
<td>(1) Reading</td>
<td>(1) Creative thinking</td>
<td>(1) Responsibility</td>
</tr>
<tr>
<td>(2) Writing</td>
<td>(2) Decision making</td>
<td>(2) Self-esteem</td>
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<tr>
<td>(3) Arithmetic/Math</td>
<td>(3) Problem solving</td>
<td>(3) Sociability</td>
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<td>(4) Speaking</td>
<td>(4) Seeing things in the mind’s eye</td>
<td>(4) Self-management</td>
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<tr>
<td>(5) Listening</td>
<td>(5) Reasoning</td>
<td>(5) Integrity</td>
</tr>
<tr>
<td></td>
<td>(6) Knowing how to learn</td>
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<tr>
<td>SCANS COMPETENCY</td>
<td>LEARNING OUTCOMES</td>
<td>EVALUATIVE METHOD</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>
</tr>
<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>
</tr>
<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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<tr>
<td>2b (1-5) 1a (1-6) 1b (1-3) 1c (1-3) 1d (1,2)</td>
<td>Delegate appropriate skills to unlicensed personnel.</td>
<td>Clinical evaluation form</td>
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<tr>
<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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<tr>
<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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<tr>
<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>
</tr>
<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>
</tr>
<tr>
<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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<tr>
<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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