INSTRUCTOR: Joyce Adair, RNC, MSN
PHONE: 972-860-4792
E-Mail jadair@dcccd.edu
OFFICE HOURS: Wednesday-Thursday 9:30PM-12:00PM

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

3 SCH, 0 Lecture, 12 Ext Hrs

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

End-of-Course Outcomes: As outlined in the learning plan, apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry and will demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry.

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.
*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:

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

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>
</tr>
</thead>
<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>
</tr>
<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>
</tr>
<tr>
<td>(3) Manage materials</td>
<td>(3) Serve customers</td>
<td>(3) Interpret/communicate data</td>
<td>(3) Monitor/correct systems</td>
<td>(3) Maintain/trouble-shoot technologies</td>
</tr>
<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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</tr>
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</table>
### SCANS FOUNDATION SKILLS

<table>
<thead>
<tr>
<th>Basic Skills</th>
<th>Thinking Skills</th>
<th>Personal Qualities</th>
</tr>
</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>
</tr>
<tr>
<td>(3) Arithmetic/Math</td>
<td>(3) Problem solving</td>
<td>(3) Sociability</td>
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<tr>
<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>
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<tr>
<td>(6) Knowing how to learn</td>
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</table>

### SCANS COMPETENCY

<table>
<thead>
<tr>
<th>COMPETENCY</th>
<th>LEARNING OUTCOMES</th>
<th>EVALUATIVE METHOD – Performance will be measured by:</th>
</tr>
</thead>
<tbody>
<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>
</tr>
<tr>
<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>
</tr>
<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>
</tr>
<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>
</tr>
<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)</td>
<td>Demonstrate ability to administer intravenous medications safely with</td>
<td>Clinical evaluation tool</td>
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</table>
This syllabus is subject to change at the discretion of the faculty

**COMMUNICATION WITH YOUR INSTRUCTOR**
Your will receive a clinical evaluation at midterm and at the end of the clinical period. A copy of the form can be found in the Clinical Handbook. In addition all required paperwork for preparation and participation in clinical as well as the grading criteria for all forms will be posted in the same area on eCampus. Should there be any problems with your clinical performance prior to the clinical evaluation I will discuss those issues with you and provide instruction for improvement.

The eCampus Technical Support and Help Desk can be found at http://dallastelecollege.dcccd.edu/techSupport.html

**Institutional Policies:**

**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 within a reasonable time after the absence.

**Academic Dishonesty:** 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 audit. Your enrollment indicates acceptance of the Dallas County Community Colleges Code of Student Conduct published in the Dallas County Community Colleges Catalog. https://www.dcccd.edu/catO506/ss/code.cfm

**Withdrawal Policy (with drop date):** If students are unable to complete this course, it is the student’s responsibility to withdraw formally. The withdrawal request must be received in the Registrar’s office by (April 23, 2012). Failure to do so will result in receiving a performance grade, usually an F (Fail). Students, who drop a class or withdraw from the college before the official drop/withdrawal deadline, will receive a W (Withdraw) in each class dropped.

**Stop Before You Drop:**

<table>
<thead>
<tr>
<th>2c (1)</th>
<th>supervision.</th>
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<tr>
<td>1b (1-6) 2a (4,5) 1d (1)</td>
<td>Communicate effectively with the health care team.</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>
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<td>Actively participate in service learning activity.</td>
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Clinical evaluation tool, Computer documentation, Clinical evaluation tool
For students who enrolled in college level courses for the first time during FALL 2007, Texas Education Code 51.907 limits the number of courses a student may drop. You may drop no more than 6 courses during your entire undergraduate career unless the drop qualifies as an exception. Your campus counseling/advising center will give you more information on the allowable exceptions.

Remember, once you have accumulated 6 non-exempt drops, you cannot drop any other courses with a W. Therefore, please exercise caution when dropping courses in any Texas public institution of higher learning, including all seven of the Dallas County Community Colleges. For more information, please access: https://www1.dcccd.edu/coursedrops

**Repeating This Course:** As of FALL 2005, Dallas County Community College District (DCCCD) charges additional tuition fees to students registering for third or subsequent time for a course. All third and subsequent attempts of the majority of credit and Continuing Education/Workforce Training courses will result in additional tuition to be charged. Developmental Studies and some other courses will not be charged a higher tuition rate. Third attempts include courses taken at any Dallas County Community Colleges since FALL 2002 Semester.