Credit Hours: 5
Contact Hours: 240

Instructor: Lois E. Ames, MSN, ANP-BC, RN

Contact Information:
Office: 972-860-4757
Cell Phone: 469-644-7818 e-mail: leames@dcccd.edu

Office Hours: X 1101 Wednesday 12-2, Thursday 12-2
By appointment posted on office door and at hospital
Clinical Hours: Clinical days and hours will vary per preceptor.

Course Description:
This clinical provides an opportunity to apply medical/surgical concepts and theory to clients with complex health care needs. The student applies critical thinking and develops care planning for a group of adults in a moderately to severely ill critical care setting. Supervision is provided by the nursing instructor. Emphasis is on knowledge, skills and professional values within a legal/ethical framework.

5 SCH, 0 Lecture, 15 Ext. Hrs. (clinical)

Prerequisites: “C” or better in semester three courses
Co-requisites: Complex Concepts of Adult Health, RNSG 1443; both courses must be repeated if student fails either course.

End of Course Outcomes:
The student will: identify complex health changes which may be experienced by the client in an acute care setting; utilize critical thinking and a systematic problem solving process as a framework for providing care for the critically ill client; and explain the roles of the Associate Degree Nurse in caring for clients with complex health care needs and their families. The below objectives will be accomplished in a variety of clinical settings and by formal presentations in the clinical or classroom setting. Students will submit a log each week that reflects the objective met and how it was met in clinical.

Educational Course Objectives:
1. Analyze nursing process to reflect the rapidly changing health status in clients with complex alterations in health. (Provider of
2. Provide therapeutic nursing interventions to client/family experiencing complex alterations in health based on knowledge of pathophysiological and psychosocial concepts. (Provider of Care)

3. Utilize effective therapeutic communication techniques to assist the client/family to adapt to complex alterations in health. (Provider of Care)

4. Demonstrate professional attributes of caring in providing care of clients with complex alterations in health. (Provider of Care, Coordinator of Care, Member of Profession)

5. Integrate a nursing teaching/discharge plan, to include referrals, to assist the client/family to adapt to complex health related changes. (Provider of Care)

6. Accurately monitor client's/family responses to therapeutic modalities. (Provider of Care)

7. Communicate with appropriate members of the interdisciplinary health care team providing nursing care to clients with complex alterations in health. (Provider of Care)

8. Utilize critical thinking to organize and prioritize nursing care for clients experiencing rapidly changing health status. (Provider of Care, Coordinator of Care, Member of Profession)

9. Advocate for clients and their families experiencing complex alterations in health. (Provider of Care, Coordinator of Care, Member of Profession)

10. Communicate nursing knowledge and learning when providing nursing care for the complex client. (Provider of Care)

11. Utilize critical thinking to maintain legal and ethical standards as a member of the profession of nursing. (Provider of Profession, Coordinator of Care, Member of Profession)

12. Demonstrate the appropriate communication skills in the role of manager/leader. (Provider of Care, Coordinator of Care)

13. Identify principles of quality management applicable to nursing and health care delivery systems. (Coordinator of Care)

14. Identify health problems that exist in the present community. (Member of Profession)
15. Identify nursing actions that result in desirable learning outcomes of the community health client and/or family. (Provider of Care)

16. Demonstrate proficiency in medication administration. (Provider of Care, Safety Advocate)

17. Recognize, discuss, and implement holistic nursing care. (Provider of Care)

18. Discuss the responsibility of the nurse in continuing professional development. (Member of Profession)

19. Demonstrate work organization and time management for four to six clients. (Coordinator of Care)

20. Describe how the Texas Nursing Practice Act, Standards of Care, and laws regulate the practice of nursing in clients with complex health problems. (Provider of Care, Coordinator of Care, Member of Profession)

21. Discuss political and economic issues impacting the care of clients. (Provider of Care, Member of Profession)

22. Examine professional attributes of caring that assist the client in adapting to complex alterations in health. (Provider of Care, Member of Profession)

23. Analyze the trends that have an impact on the restructuring of nursing care delivery. (Coordinator of Care, Member of Professional)

24. Discuss and participate in service learning to promote optimal client and family health adaptation. (Provider of Care, Member of Profession)

25. Demonstrate safe and effective care with all client’s in all environments. (Safety Advocate)

**Critical Clinical Skills:**
- Role transition
- Leadership
- Assessment of clients with complex problems
- Math/pharmacology test
- Safety in all practice
- Uses nursing process in the care of clients with complex health-care needs
- Delegation
- Transcription of orders
- Discharge planning
- Medication administration via all routes
- All skills from N.1105 and N. 1144

**Teaching/Learning Activities:**
Communication exercises
Audio-visual aids
Critical thinking exercises
Internet
Simulation experiences
Planned student/teacher conferences
Selected clinical experiences
  Group discussion
  Computer-assisted instruction
  Case studies
  Printed handouts
  Guest speakers
  Pre- and post-clinical conferences
  Working closely with RN staff nurse and developing plan of care and action for a group of patients.

Grading:

Evaluation of the clinical performance is rated by “satisfactory” or “unsatisfactory,” and is reflected in the clinical evaluation tool. The clinical evaluation tool identifies behaviors that must be met in order for the student to achieve a “satisfactory” evaluation. Every behavior listed on the final evaluation tool must be satisfactory in order to receive an overall satisfactory for the course.

In addition to a satisfactory clinical evaluation, the student will receive a grade for a class presentation (50%) and a grade on 10 mini care plans (50%). These assignments will be averaged and determine the student’s final course grade. Students must earn a grade of “C,” which is 70 percent, or better on the written assignments to pass the course. These assignments are subject to change. The grading criteria is:

90-100 A
80- 89  B
70- 79  C
60- 69  D
Below 69 F

In the event a student fails a co-requisite course, both courses must be repeated for a passing grade.
Guidelines for preceptored clinical experience RNSG. 2560 (Fourth semester)

1) Students will be working with a preceptor. Please refer to Student Handbook for clinical guidelines about dress code etc. You must all wear your student uniform and Brookhaven ID. White shoes, clean white labcoat with Brookhaven logo are expected. No sweaters or sweatshirts are permitted. You may wear a white turtleneck under your uniform if you are cold.

2) The total number of clinical hospital hours is 168 (this equates to 14x 12 hr shifts or 21 x 8 hr. shifts,) community service=16 hours, seminar post conference 16 hours. Mid-semester and final evaluation will include time and feedback from your preceptor and me.

3) You will be with your preceptor each day you are in clinical. If they are not there then you must leave and reschedule on another day with them. It is necessary to communicate with preceptor, faculty and floor if your schedule changes. Please call me with any changes. Once you commit to work a shift I expect you to do so unless you are sick. Each time you work you are required to submit a clinical evaluation form from your preceptor.

4) You will be assessed by your faculty early in the semester on your skills and medications. Your preceptor will guide your practice and when he or she feels you are ready you can increase your patient load and autonomy. You may give IV push meds only with your preceptor or faculty. IV piggybacks or IV’s must be verified by the preceptor or faculty prior to administration.

5) If you have questions or concerns that need an immediate answer you can page your faculty. Your faculty is on-call whenever students are in the hospital. There may be some days when the faculty are not available. This will be communicated to you so you know not to schedule yourself at that time.

6) The following is NOT allowed by students:
   a) hanging of Blood or TPN. Student may monitor these before, during, and after administration.
   b) titrating of IV medications. (drugs like Lidocaine, Primacor etc.)
   c) obtaining or counting of narcotics. Student may administer after RN’s has obtained and counted.
   d) witnessing of legal consents.
   e) accepting verbal or telephone orders from an MD.

7) Any skill that you have never done on a real person must be supervised. Please look up and review that skill. You have been checked off on all major skills, but if you are feeling unsure of your technique you need to make an appointment in the skills lab to PRACTICE so you are competent and comfortable with the patients.

8) Charting and med administration may be different from each hospital. Follow hospital protocol. Be sure you document on the computer every patient you care for every day. Safe delivery and care of patients is a number one priority. Be
sure before you leave your unit, you have charted and documented all your medications. Your preceptor must review your computerized documentation daily. I expect you to arrive on time and leave on time.

9) Turn in a daily preceptor evaluation form each time you work with your preceptor. Fill out this form on the day you work, and the two of you go over her evaluation of you. You will have 14 forms (14/12hr. days) or 21 forms (21/8hr. days). At the end of the clinical you will evaluate your preceptor. Keep extra forms with you as well as preceptor agreements. You must have a preceptor agreement signed before working with a preceptor. This is a legal contract.

10) I will want to review your daily work organization sheet with you weekly. Please identify 2-3 patient problems with actions/outcomes on this sheet, plus labs, morning report and a time management sheet. You will have 10 formal Mini Care Plans to turn in. Plan on 1 MCP about every week. All of this paper work you will put into a folder and given to me on Wednesday. I will return it promptly.

11) When you see me on the unit please give me a report on your patients using the above information. You take the initiative and be assertive in your communication. If meeting and talking at this time is not good for your schedule let me know right away.

12) Professional Behaviors:
   a) Honesty and accuracy
   b) Punctuality. (Be on time/leave on time)
   c) Reliability
   d) Politeness to preceptor and unit personnel. They are your family for the next semester. This is like a 14 day job interview!
   e) Cleanliness and good grooming. (Clean uniform etc.)
   f) Excellent interpersonal relations and good communication.

POLICIES

Attendance:

Withdrawal: 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 April 12, 2012 you will receive a "W" (Withdraw) in each class dropped. You must also do an exit interview with me before dropping the course.

Stop Before You Drop: For students who enrolled in college level courses for the first time in the fall of 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 that 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, you may access: [https://www1.dcccd.edu/coursedrops](https://www1.dcccd.edu/coursedrops)

**Students Receiving Financial Aid:** If you are receiving Financial Aid grants or loans, you must show participation (physical attendance) in this class prior to the certification date. Do not drop or stop attending any class without consulting the Financial Aid office. Changes in your enrollment level and/or failing grades may have adverse consequences. Phone: 972-860-4110.

**Repeating This Course:** Effective with Fall 2005, the Dallas County Community Colleges will charge additional tuition to students registering the third of 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 the Fall 2002 Semester.

**Disabilities Act Compliance:** If you are a student with a disability and/or special needs who requires ADA accommodations, please contact your college’s Disability/ Special Services office in Room S-124 or call 972-860-4847 on the Brookhaven Campus.

**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 adult. Your enrollment indicates acceptance of the Dallas County Community Colleges Code of Student Conduct published in the Brookhaven College Catalog.

**Student Absences due to Religious Observance:** Absences for observance of religious holy days are excused. A student whose absence is excused to observe a religious holy day is allowed to make-up an examination or complete an assignment within a reasonable time after the absence. In preceptored clinicals, you will be expected to make your own schedule with your preceptor and do not have “sick days.” If you are sick then you need to reschedule and notify your preceptor and faculty of that change.

**Please note:** The instructor reserves the right to modify any course requirements and calendar due dates as necessary to manage and conduct this course online. Students are responsible for contacting the instructor and seeking clarification of any requirement that is not understood.

**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>
<td></td>
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<tr>
<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>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Reading</td>
<td>(1) Creative thinking</td>
<td>(1) Responsibility</td>
</tr>
<tr>
<td>SCANS COMPETENCY</td>
<td>STUDENT LEARNING OUTCOMES</td>
<td>EVALUATIVE METHOD – Performance will be measured by:</td>
</tr>
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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 complex 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 complex 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 complex 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 complex 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 complex 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/iv push 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>
</tr>
<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>
</tr>
<tr>
<td>1b (3) 1b (2) 1b (1)</td>
<td>Actively participate in service learning activity.</td>
<td>Clinical evaluation tool</td>
</tr>
</tbody>
</table>
**Academic Honesty:**
The nursing faculty at Brookhaven College strongly believes that a graduate of the nursing program should: “responsibly practice within the ethical and legal framework of professional nursing.” Further, it is the responsibility of the nursing faculty and administration to recommend only those students who meet these program objectives to the State Board of Nurse Examiners to take the licensing examination for Registered Nurse. Any student who is involved in cheating is in direct violation of the stated program objective. This places the student in great jeopardy regarding the successful completion of the nursing program and subsequent recommendation to the State of Texas Board of Nurse Examiners.

**Academic Dishonesty:**
Academic dishonesty is willful and intentional fraud and deception to improve a grade or obtain a course credit. It includes all student behavior intended to gain unearned academic advantage by fraudulent and/or deceptive means. Examples include:

**Taking Information**
1. Copying graded homework assignments from another student.
2. Working together on a take-home test or homework when not specifically permitted by the instructor.
3. Looking at another student’s paper during an examination.
4. Looking at text or notes during an examination when not specifically permitted by the instructor.
5. Accessing another student’s computer and using his/her program as one’s own.

**Providing Information**
1. Giving one’s work to another to be copied or used in an oral presentation.
2. Giving answers to another student during an examination.
3. After having taken an exam, informing another person in a later section about questions appearing on that exam.
4. Providing a term paper or care plan to another student.
5. Taking an exam, writing a paper, or creating a computer program for another.

**Plagiarism**
1. Copying homework answers from the text to hand in for a grade.
2. Failing to give credit for ideas, statements of facts, or conclusions derived by another author. Failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or a part thereof.

**Other**
1. Lying to an instructor to increase a grade.
2. Altering a graded work after it has been returned, then submitting the work for re-grading.
3. Removing tests from the classroom without the approval of the instructor, or stealing tests.
4. Planning with one or more fellow students to commit any form of academic dishonesty.
Students are expected to follow established procedures of the appropriate division in handling academic issues, such as grade appeals. Students, who wish to appeal a grade, should follow the following guidelines:

1. Speak with your instructor. Ask why you received the grade you did.
2. If that is unproductive, speak with the Associate Dean of Nursing.
3. If that is unsuccessful, file an appeal with the Executive Dean of Health and Human Services.
4. If still dissatisfied, student may request an appointment with the Vice President of Instruction.

Additional grievance procedures and the Student Code of Conduct are outlined in the Brookhaven College Catalog, available in hard copy in advisement or on the web at www.brookhavencollege.edu.