Credit Hours: 4  
Contact Hours: 192  
Section: 23265  
Instructor: Sheila Gilliam MSN, RN  
Contact information: e-mail gilliam@dcccd.edu  
Office phone: 972-860-4727 or cell phone 214-912-0004  
Office Hours: By appointment only. *See office hours posted on front of office door (X-1023)  
Clinical day and hours: Monday’s 0630-1900 at Methodist Hospital of Dallas.

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 practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of nursing.

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

Learning 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

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) Delegate appropriate skills 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.
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.

**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. 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 letter grade for the written clinical assignment (s) as defined by the instructor. The grade on the written assignment (s) will determine the overall clinical grade for the course. There will be one major care plan (written) and one project to be presented in post conference. Grading criteria will be posted for both projects. Please submit a copy of that criterion with your care plan or project. Daily work will also be expected. The major care plan is 50% of your grade, the teaching plan 30% and clinical performance and paperwork are 20% of your clinical grade. Your attendance in clinical is expected and your preparation for clinical is required. The letter grade is based on the Brookhaven School of Nursing criteria as follows:

- A = 100-90
- B = 89-81
- C = 80-76
- D = 75-65
“D” and “F” indicate unsatisfactory achievement. The Brookhaven Associate Degree Nursing Program has determined that a grade of “C” is the minimum acceptable grade for enabling a student to proceed to the next nursing course. Each student must earn a grade of “C” or higher in both theory and clinical to progress to the next nursing course. If a student fails the theory or clinical course, they must repeat both courses.

Community Service is part of your clinical requirement at this level we expect you to participate in 16 hours of community service. It must be approved by your clinical faculty and you must write objectives and have the volunteer service sign off on your participation. There is a form available in the Service Learning office and some approved agencies as well.

**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
- Administration of IV push medication*
- 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
- Nasogastric tube insertion
- Demonstration of satisfactory math calculations
- All skills from 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/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>
</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>
</tr>
<tr>
<td>(5) Listening</td>
<td>(5) Reasoning</td>
<td>(5) Integrity</td>
</tr>
<tr>
<td></td>
<td>(6) Knowing how to learn</td>
<td></td>
</tr>
<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>
</tr>
<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>
</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>
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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>
</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) 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>
</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>
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<td></td>
<td>Actively participate in service learning activity.</td>
<td>Clinical evaluation tool</td>
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**Academic Honesty:**
Nursing faculty at Brookhaven College strongly believe that a graduate of the nursing program should: “responsible 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.
Drop/Withdrawal Policy:
The last date to withdraw from the course with a grade of “W” is April 18, 2013. If a student is unable to complete a course or courses, it is the responsibility of the student to withdraw formally from the course. Failure to withdraw will result in a performance grade, usually a grade of “F”.

Grievance Procedures:
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 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.

Revised 1/2013/L. Ames