Registered Nursing (LPN to RN Ladder) Program

NUR 267
Nursing Experience III
Medical-Surgical Nursing

Course Syllabus

Developed by
SOUTH SEATTLE COMMUNITY COLLEGE

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Seattle CENTRAL Community College
NORTH Seattle Community College
SOUTH Seattle Community College
SVI Seattle Vocational Institute

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COLLEGE MISSION: South Seattle Community College is a constantly evolving educational community dedicated to providing quality learning experiences which prepare students to meet their goals for life and work.

The College values and promotes a close involvement with the community and strong partnerships with business, labor and industry.

The college commits to meeting the diverse needs of students by providing:
- College transfer programs and technical and professional programs which prepare students to succeed in their careers and further their education.
- Responsive technical and professional training programs developed in collaboration with business, labor and industry.
- Student-centered and community centered programs and services which value diversity, support learning, and promote student success.
- Lifelong learning opportunities for the cultural, social, professional and personal development of the members of our communities.

NURSING PROGRAM PHILOSOPHY:

Congruent with the South Seattle Community College mission and student learning objectives, the philosophy of nursing education is one of commitment to lifelong learning and the provision of safe, compassionate, quality nursing care to individuals, families and communities.

The graduate will be trained to work independently and alongside other healthcare professionals in multiple healthcare settings.

The RN is committed to: the promotion and restoration of health, the prevention of illness in individuals, families, groups and communities, safe, competent and compassionate nursing care for all across life span.

Nursing is a science and an art whose main concern involves the life processes that positively affect the health status and integrity of persons, families and communities. These life processes involve physiological, psychological, sociological, and spiritual life components. A focus on the interaction of these components delineates nursing science and art. Nurses value and respect diversity and provide culturally sensitive and competent care.
Purpose
The purpose of the SSCC evening and weekend LPN to RN Ladder Program is to prepare graduate nurses who have increased knowledge, critical thinking and decision-making skills to provide safe, competent and compassionate care to individuals in multiple care settings. It also serves to expand and enhance the educational and career ladder opportunities in nursing, and to provide a pathway within South Seattle Community College and the Seattle Community College District. Special emphasis is placed on ethnic minority students and students with emerging English. English as a Second Language programs are incorporated into the curriculum throughout the program. The graduate nurse will be prepared to sit for the National Council for Licensure Examination for Registered Nurses Exam.

NURSING PROGRAM EDUCATIONAL OUTCOMES

1. Utilize knowledge, critical thinking and decision making through the nursing process of assessment, analysis, planning, implementation and evaluation to meet the complex needs of the client/family, in a variety of settings.
2. Utilize theory and clinical practice to ensure critical thinking; clinical expertise and human caring that treat all clients/families with respect and dignity.
3. Apply knowledge of the concepts of health and illness, client medications, treatments and diagnosis and self-care concepts to maintain and restore the highest level of wellness of the client/family throughout the life cycle.
4. Assess health and incorporate principles and methods of health promotion and education to facilitate informed decision-making, achieve positive outcomes, and support self-care activities. Provide effective client/family education and evaluate response to teaching.
5. Provide safe and competent care utilizing advanced knowledge, skills, informational technology and resources in an interactive process to promote effective communication between clients/families from various socio-cultural and linguistic backgrounds, and members of the health care team.
6. Assess family systems/dynamics and collaborates and shares planning, decision-making, problem solving and goal setting to meet clients’ complex needs.
7. Demonstrate professional standards regarding cultural, ethical, legal and professional nursing values.
8. Demonstrate awareness of own capabilities and limitations and actively seek learning opportunities for continued growth.
9. Function as a registered nurse within various health care settings recognizing management and leadership qualities, accountability, decision-making tools, and ethical and legal basis for practice
10. Describe the dynamic aspects of health care delivery in America and the professional role of the registered nurse in the health care delivery system.
South Seattle Community College Student Learning Outcomes

SSCC is committed to the following seven student learning outcomes for every student graduating with a certificate or degree:

1. Communication
   1. Read and listen actively to learn and communicate
   2. Speak and write effectively for personal, academic and career purposes
2. Computation
   1. Use arithmetic and other basic mathematical operations as required by the program of study.
   2. Apply quantitative skills for personal, academic and career purposes
   3. Identify, interpret and utilize higher level mathematical and cognitive skills
3. Human Relations
   1. Use social interactive skills to work in groups effectively
   2. Recognize diversity of cultural influences and values
4. Critical Thinking and Problem-Solving
   1. Think critically in evaluating information, solving problems, and making decisions
5. Technology
   1. Select and use appropriate technology tools for personal, academic and career tasks
6. Personal Responsibility
   1. Be motivated and able to continue learning and adapt to change
   2. Values one’s own skills, abilities, ideas and art
   3. Take pride in one’s work
   4. Manage personal health and safety
7. Information Literacy
   1. Access and evaluate information from a variety of sources and contexts, including technology
   2. Use information to achieve personal, academic and career goals, as well as to participate in a democratic society

COURSE DESCRIPTION: This course provides clinical opportunities in acute care that serve to expand knowledge in medical-surgical nursing practice and apply nursing concepts that were discussed in NUR 265 and 266. This course is an opportunity for comprehensive nursing care that includes management and coordination of care of the client. In addition, leadership and management experience is offered. Coreq: NUR 265, 266.
COURSE OBJECTIVES:
1. Demonstrate skills as a registered nurse.
2. Delegate and supervise care given by other healthcare team members.
3. Demonstrate appropriate initiative in the acute care setting.
4. Demonstrate effective interpersonal skills with clients, peers and other members of the healthcare team.
5. Evaluates nursing interventions and is responsible for analysis and modification of plan consistent with desired outcomes.
6. Integrates analytical application in medical-surgical setting.
7. Creates and modifies nursing care plan based on clients’ needs, desired state of wellbeing and overall health.

FACULTY:

Medical-Surgical Instructor: Stephanie Henry, RN MSN
Office: RAH 101C
Office Hours: by appointment only

Medical-Surgical Instructor: Sahar Radi, RN PhD
Office: RAH 101G
Office Phone: (206) 768-6696
Cell Phone: 425-647-9823
Email: sradi@sccd.ctc.edu
Office Hours: Tuesdays 10-11 am or by appointment

CLASS TIMES:
See attached clinical schedule

Students Subject to Provisions of the Americans with Disabilities Act:
Any student who feels she/he may need an accommodation based on the impact of a disability should contact the instructors privately to discuss your specific needs. You should also contact the Disability Support Services office at (206) 763-5137 in room RS 12 in the Robert Smith Building to coordinate reasonable accommodations for students with documented disabilities.

Expectations of students:
There are a number of expectations to achieving the goals of this course and successfully passing the NCLEX-RN. They include:

NURSING CLINICAL POLICIES

1. Clinical instruction and experience are provided throughout the program in long-term care facilities, acute care hospitals, clinics and simulated clinical/laboratory settings. It is the student’s responsibility to arrange transportation to and from these facilities.
2. Clinical placements are made to ensure that all students receive the appropriate variety of experiences. Long term care facilities and acute care facilities generally have a ratio of 6-8 students per instructor and clinics, 1:1 utilizing the agency’s nurses as preceptors.

3. Students are to adhere to the standards, policies, and regulations of the clinical sites during their clinical education program. These standards include wearing appropriate attire, including nametags, and patches ironed on the left upper arm at the shoulder, and conforming to the standards and practices of the site. Nametags and patches must remain visible at all times and must not be covered by a sweater while on the floor. A sweater or T-shirt may be worn under the scrubs.

4. **If the clinical site requires a special orientation of students, students MUST attend or they will be unable to attend clinical.** Each facility has unique policies, procedures, and documentation practices. Students must attend the orientation in order to be prepared to attend clinical and provide safe care for patients within these facilities. Students who do not attend the orientation will meet with the Nursing Faculty and the Program Director and referred to the VP of Student Services.

5. Students are to remain at the site during the clinical assignment. Leaving the floor without notifying the staff and instructor where patients are assigned is considered abandonment of patients. If a student is found to have abandoned his/her patients, the student may be referred to the VP of Student Services, which may lead to dismissal from the program. If the student needs to leave the floor for any reason he/she must let the nurse in charge and the instructor know.

6. Students will be assigned to weekend days, evenings, or weekday days. The assignments will be posted by the 1st day of the quarter. Clinical assignments are not negotiable and are final upon posting.

7. The procedure for reporting clinical absences is to notify the unit assigned and the instructor a minimum of 1 hour prior to the start of the clinical day. Students must call the instructor to report an absence. Sending a message with a fellow student will not be accepted. A “No Call, No Show” is a serious offense and not permitted in the facilities by students. Not calling or showing may be grounds for dismissal and will be referred to the VP of Student Services. All clinical absences will be reviewed by the nursing faculty and the Nursing Director. Clinical objectives must be met daily and absences will jeopardize the meeting of these objectives, which are necessary to pass the course.

8. **There are NO make-up clinicals.** Any absence for any reason prevents the student from meeting course objectives and will result in a 0 grade for the day.

9. Medical-Surgical Students are to be fully prepared prior to arrival at clinical. This means getting the information on the patient by 6:00 am at the hospital the day of the clinical assignment and looking up all pertinent information on the patient sufficient to provide care. *The student will be given one hour to prepare the patient information
with pertinent information sufficient to provide care for the Medical-Surgical clinical day. All students will be caring for patients with diverse diagnoses and needs, including patients with communicable disease and HIV infection (See Appendix: HIV/AIDS Guidelines). Students are expected to follow standard precaution guidelines when working directly with patients; these are taught during the first quarter or in the CNA quarter prior to entry into the clinical area. A student will be required to refrain from providing patient care in the clinical facility if the instructor does not have adequate assurance that the student is prepared to deliver safe care. The student will be asked to leave the clinical site and will receive a 0 for the clinical day. These cases will be reviewed by the Nursing Faculty and the Program Director and referred to the VP of Student Services.

*The psychiatric clinical students will follow the schedule provided by the instructor.

10. Students are expected to follow the Standard Precautions with ALL patients regardless of whether they have a communicable disease or not.

11. Each student is to maintain a skills record which will be given to each clinical instructor at the beginning of each quarter. Any required skill that is not performed in the clinical area must be practiced in the lab and be successfully checked off by the end of the quarter in order for the student to progress.

12. Clinical errors must be reported immediately to the charge nurse and the clinical instructor. An SSCC Student clinical incident report must be filled out, even if the instructor catches the error before the student administers the medicine or treatment. In the event that the student does give the wrong med or perform the wrong procedure a facility incident report must also be made out. The student incident report will be placed in the student’s file until graduation. Serious errors will be reviewed by the faculty and administration and may be referred to the VP of Student Services. (See Student Clinical Incident Report in Section VII in the LPN to RN Ladder Program Student Handbook.

13. The role of the clinical instructor is one of instruction and evaluation. It is the student’s responsibility to seek instructor guidance and support in performing nursing care. The instructor must supervise ALL medication administration until the student is deemed safe to proceed alone.

**CLINICAL EVALUATION OF STUDENTS**

1. Clinical is graded on the 4.0 scale where the student must earn a 2.0 (78%) to pass. Anything less than 78% equals a fail, and the student will receive a 1.9 for the quarter.

   a. Each student receives a formal, written clinical performance evaluation from the instructor at the end of the Medical-surgical clinical rotation. The written clinical evaluation measures the student’s performance of the course objectives, outlines strengths and weakness, and makes appropriate recommendations for
improvement if necessary. Students in danger of failing will receive a Learning Agreement, which remains in the student file until graduation from the program. (See Section VII for the Learning Agreement)

b. The student must sign the evaluation to show that he/she has read the evaluation. If the student does not agree with the instructor’s evaluation he/she may make comments on the document. A copy will be given to the student. (See Clinical Evaluation Objectives/Clinical Evaluation in Appendix)

c. Each student must fill out a self-evaluation using the same format as the instructor’s evaluation, and present it at the time of the final evaluation meeting. However, the student should self-evaluate daily and include the self-evaluation form in the clinical process packet. This will facilitate discussion about the performance of the student from the student’s perspective as well.

d. Clinical performance will be evaluated on a weekly basis and discussed with the student. If the student is deemed unsafe, a Learning Agreement will be issued and the student will plan for improvement with the instructor. If the safety issue continues the student will meet with the faculty and administration to discuss the student’s ability to progress in the program. Mid-term performance evaluations will be written by the instructor, reviewed by the student, and MUST be signed as evidence of having been read. The student will receive a copy. Students may write a response to instructor’s anecdotal notes. Final evaluations are written, shared with the student, and must be signed by both parties before they are placed in the student’s file.

2. Clinical Process Packets will be used to grade students on a weekly basis.
   a. Each clinical day, students should complete the following and turn into their clinical instructor the next clinical day:
      i. Three personal/professional daily goals related to medical-surgical nursing (DUE at BEGINNING of clinical day)
      ii. Care Plan A & B until 2 Care plan A’s have earned passing grade then only Care plan B with medication sheet
      iii. Overall Clinical Self-Evaluation (using the evaluation form)
   b. The above materials should be organized in a folder or three-ring binder.
   c. Your clinical instructor will use the NUR 267 Clinical Evaluation Tool to grade your clinical process packet weekly.
   d. Self-evaluation of personal/professional daily goals will be DUE at the END of each clinical day.
CLINICAL EVALUATION OF SITE AND INSTRUCTOR

1. The following forms will be given to the clinical groups in the classroom at the end of the quarter.

   a. **CLINICAL SITE EVALUATION**
      Students are expected to evaluate the clinical sites after their rotation. Classroom instructors will administer these evaluations. See form in Appendix.

   b. **CLINICAL INSTRUCTOR EVALUATION**
      Students are expected to evaluate the clinical instructors after their rotation. Classroom instructors will administer these evaluations. See form in Appendix.