

**NRV 61L Course Outline as of Spring 2010****CATALOG INFORMATION**

Dept and Nbr: NRV 61L Title: ADV. MED/SURG CLINICAL

Full Title: Advanced Med/Surg Clinical for Part Time (Teamleading)

Last Reviewed: 12/9/2002

Units		Course Hours per Week	Nbr of Weeks	Course Hours Total	
Maximum	4.00	Lecture Scheduled	0	17.5	Lecture Scheduled 0
Minimum	4.00	Lab Scheduled	0	17.5	Lab Scheduled 0
		Contact DHR	12.00		Contact DHR 210.00
		Contact Total	12.00		Contact Total 210.00
		Non-contact DHR	0		Non-contact DHR 0

Total Out of Class Hours: 0.00

Total Student Learning Hours: 210.00

Title 5 Category: AA Degree Applicable

Grading: P/NP Only

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly:

**Catalog Description:**

This is one of two advanced level clinical courses for the part time vocational nursing program. The course prepares students to make the transition from student to entry level practice positions. The principles learned in prerequisite and corequisite theory and skills level courses are applied to care of patients in acute, ambulatory and skilled nursing care settings. A team leadership component is applied. Students are challenged with more complicated and unstable clients in a variety of settings.

**Prerequisites/Corequisites:**

Course Completion of NRV 60BL

**Recommended Preparation:****Limits on Enrollment:****Schedule of Classes Information:**

Description: Advanced level VN clinical course. Application of principles from the prerequisite and corequisite theory and skills courses. Care of complex and unstable patients. Teamleading in skilled nursing component. Clinic patients in ambulatory care settings. Emphasis on entry level

practice expectations. (P/NP Only)

Prerequisites/Corequisites: Course Completion of NRV 60BL

Recommended:

Limits on Enrollment:

Transfer Credit:

Repeatability: Two Repeats if Grade was D, F, NC, or NP

## **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

<b>AS Degree:</b>	<b>Area</b>	Effective:	Inactive:
<b>CSU GE:</b>	<b>Transfer Area</b>	Effective:	Inactive:
<b>IGETC:</b>	<b>Transfer Area</b>	Effective:	Inactive:
<b>CSU Transfer:</b>		Effective:	Inactive:
<b>UC Transfer:</b>		Effective:	Inactive:

**CID:**

**Certificate/Major Applicable:**

Certificate Applicable Course

## **COURSE CONTENT**

### **Outcomes and Objectives:**

Under the following clinical conditions:

- Students are minimally supervised and perform most tasks independently.
- Support is provided by instructor and resource nurses in a lessening manner over the course of the semester after initial orientations are made
- Students increasingly assume accountability for clinical judgements.
- Principles from prerequisite and corequisite courses are applied.
- Students practice advanced skills while maintaining fundamental and intermediate skills previously taught.

Upon completion of the course students will be able to:

- Apply theoretical knowledge bases including physiological, pathophysiological, psychological, spiritual, and social concepts in providing care.
- Analyze patient scenarios encompassing a broader view with more complicated patient assignments.
- Provide a safe environment with an ability to anticipate problems through the use of prevention techniques and patient education.
- Provide culturally sensitive care, communicating clearly and be able to articulate rationales for specific interactions in varied settings.
- Utilize the nursing process to implement care in a manner of efficiency with a high degree of organization and ability to prioritize.
- Participate in teaching strategies of self-care in varied settings.
- Administer medications and treatments of all types in the VN scope of practice as taught in skills lab courses.
- Perform as a collaborating member of the health care team.
- Supervise unlicensed personnel in the skilled nursing setting during a teamleading rotation.

10. Increase performance to entry level practice by the end of the course.
11. Perform self-evaluation as well as evaluation of care in an ongoing manner and adapt care to meet changing needs of patients and families.

### **Topics and Scope:**

1. Orientation to all new settings including skilled nursing, ambulatory care and acute settings.
2. Implementation of all care which falls into the scope of entry level practice.
3. Compare and contrast differences in governmental regulations between acute and skilled nursing settings.
4. Priority setting of preparing database for 3-4 patients in acute care and 8-12 patients in the teamleading session.
5. Increased enhancement of more advanced clinical pathways and teaching protocols.
6. Error prevention and organization of increased patient load for the preparation of entry level practice.
7. Tailoring of physical assessments to a broadened view of the totality of patients' problems and nursing interventions.
8. Recognizing and assisting patients' coping strategies in both severe and chronic illness cases.
9. Compare and contrast families in a variety of settings from the acute, ambulatory and skilled nursing settings. Focus on gerontological problems.
10. Focus on the elderly in: role changes, sexuality, losses of old age, behavior management and regulatory guidelines.
12. Evaluation techniques of the effectiveness of care.

### **Assignment:**

#### Acute Setting Rotations:

Student will:

1. Collaborate at the beginning of shifts to determine plans of care.
2. Gather data and implement care plan on increased patient load.
3. Perform all aspects of care of VN scope of practice, taking into account the effects of multisystem illness.
4. Administer all medications and perform aspects of IV therapy which fall into basic non-IV certified scope of practice.
5. Monitor all responses to care and collaborate with staff and instructor for the alteration and modifications to care required.
6. Analyze and interpret diagnostic tests and lab results pertinent to medications and adjustments to care at an expanded level.
7. Report and collaborate with staff at an increasing level by the end of the semester.
8. Present case studies and relate care given to theory objectives.

#### Skilled Nursing Settings:

Students will:

1. Analyze care data for a group of 8-12 residents.
2. Create a master worksheet for prioritizing and administering care.
3. Collaborate with staff to identify strategies for surmounting residents barriers to care (both physical and cognitive).
4. Participate in giving shift reports and delegate responsibilities to

unlicensed staff including ongoing supervision.

5. Administer all medications and treatments to assigned group and monitor effects of psychotropic and other meds.

6. Analyze and interpret lab and other diagnostic tests of residents and perform chart review of ADL's (Activities of Daily Living) for possible new nursing diagnoses.

7. Perform and document weekly summaries of residents in skilled nursing.

8. Report to physicians via FAX and phone and participate in proposing solutions to residents' problems.

9. Implement wound care and wound assessment and prevention of decubiti.

10. Participate in post team conferences and discussion of end of life issues.

### Methods of Evaluation/Basis of Grade:

**Writing:** Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

None, This is a degree applicable course but assessment tools based on writing are not included because problem solving assessments and skill demonstrations are more appropriate for this course.

Writing  
0 - 0%

**Problem Solving:** Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

Field work, Attendance required. Pass/Fail by objectives.

Problem solving  
10 - 25%

**Skill Demonstrations:** All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Class performances, Performance exams, Clinical evaluations specific to each rotation.

Skill Demonstrations  
75 - 90%

**Exams:** All forms of formal testing, other than skill performance exams.

None

Exams  
0 - 0%

**Other:** Includes any assessment tools that do not logically fit into the above categories.

None

Other Category  
0 - 0%

### Representative Textbooks and Materials:

INTRODUCTION TO MEDICAL-SURGICAL NURSING, 3rd ed., by A.D. Linton and N.K. Maebius. W.B. Saunders, Philadelphia (2003).

CLINICAL NURSING SKILLS, 5th ed., S.F. Smith & D.J. Duell, Prentice Hall

(2000).

SAUNDERS NURSING DRUG HANDBOOK. (2003)

MANUAL OF DIAGNOSTIC & LABORATORY TESTS, by K.D. Pagana & T.J. Pagana, Mosby, St. Louis (2003).

ANDERSON & BRAUN CARING FOR THE ELDERLY, 2nd ed., by K.R. Culliton, F.A. Davis, Philadelphia (1999).