

**NRV 53L Course Outline as of Fall 2015****CATALOG INFORMATION**

Dept and Nbr: NRV 53L Title: ADV VOC NURS CLINICAL

Full Title: Advanced Vocational Nursing Clinical

Last Reviewed: 10/13/2014

Units	Course Hours per Week		Nbr of Weeks		Course Hours Total	
Maximum	6.50	Lecture Scheduled	0	17.5	Lecture Scheduled	0
Minimum	6.50	Lab Scheduled	0	17.5	Lab Scheduled	0
		Contact DHR	18.50		Contact DHR	323.75
		Contact Total	18.50		Contact Total	323.75
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 0.00

Total Student Learning Hours: 323.75

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:**

A third semester clinical course that includes a 120-hour preceptorship preparing students to practice vocational nursing at the entry level. Principles learned in prerequisite and corequisite theory and skills courses are applied to the care of patients in acute care hospitals, community based clinics, home care, and skilled nursing settings. The focus is broadened to include more aspects of patient care at an advanced level, such as medical surgical, mental health, and geriatric. Orem's Self-Care Deficit Theory is the basis for applying the nursing process for the assigned medical-surgical, mental health, and pediatric clients.

**Prerequisites/Corequisites:**

Course Completion of NRV 52.1 and NRV 52.1L and NRV 52.2 and NRV 52.2L and NRV 58B and Concurrent Enrollment in NRV 53 and NRV 58C and Course Completion or Current Enrollment in PHARM 256.1 OR Course Completion of NRV 52.1 and NRV 52.1L and NRV 52.2 and NRV 52.2L and NRV 58B and Concurrent Enrollment in NRV 53 and NRV 58C and Course Completion of NR 256.1

**Recommended Preparation:****Limits on Enrollment:**

### **Schedule of Classes Information:**

Description: A third semester clinical course that includes a 120-hour preceptorship preparing students to practice vocational nursing at the entry level. Principles learned in prerequisite and corequisite theory and skills courses are applied to the care of patients in acute care hospitals, community based clinics, home care, and skilled nursing settings. The focus is broadened to include more aspects of patient care at an advanced level, such as medical surgical, mental health, and geriatric. Orem's Self-Care Deficit Theory is the basis for applying the nursing process for the assigned medical-surgical, mental health, and pediatric clients. (P/NP Only)  
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Recommended:

Limits on Enrollment:

Transfer Credit: CSU;

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>	Transferable	Effective: Fall 1981	Inactive: Fall 2021
<b>UC Transfer:</b>		Effective:	Inactive:

**CID:**

**Certificate/Major Applicable:**

Certificate Applicable Course

### **COURSE CONTENT**

**Student Learning Outcomes:**

At the conclusion of this course, the student should be able to:

1. Apply theoretical knowledge at an advanced level to nursing care of the adult/geriatric, mental health and pediatric client.
2. Perform culturally sensitive nursing care at an advanced level as a member of the multidisciplinary team for the adult/geriatric, mental health and pediatric client.
3. Communicate effectively, both verbally and in writing at an advanced level with clients and staff in the team leading, adult/geriatric, medical-surgical, mental health, and pediatric settings.

**Objectives:**

Upon completion of this course, students will be able to:

1. Care for medical surgical, mental health, and adult/geriatric/pediatric clients within the VN scope of practice.
2. Prioritize and organize care of 4-6 patients in acute and long-term settings and demonstrate

appropriate skills for clients in ambulatory settings.

3. Apply culturally sensitive care.
4. Provide safe care in a professional and ethical manner for clients and families.
5. Document accurately with an increased ability to evaluate outcomes.
6. Contribute to the nursing care plans and develop patient-centered teaching skills.
7. Communicate effectively as a member of the multi-disciplinary team.
8. Participate in a clinical preceptorship integrating previously learned skills at a more advanced level.

### **Topics and Scope:**

1. Maintaining a safe environment within the VN scope of practice
  - a) Orientation to the clinical setting
    - I. physical environment
    - II. fire, safety, disaster protocols, emergency codes and equipment
    - III. government rules and regulations for various agencies
    - IV. members and roles of the health care team
    - V. professional communication with health care team, clients and families
    - VI. documentation
2. Collection of patient information
  - a) co-morbidities
  - b) medical history
  - c) present illness
  - d) psycho-social/cultural
3. Advanced level of nursing care of medical surgical, adult/geriatric/pediatric, and mental health clients using the nursing process with conditions affecting.
  - a) musculoskeletal and neurological
  - b) circulatory and respiratory
  - c) integumentary and sensory
  - d) digestive and reproductive
  - e) urinary and endocrine
  - f) mental health
4. Advanced level of nursing care and nursing care plans of the adult/geriatric medical surgical, mental health and pediatric client
5. Clinical pathways and teaching protocols for
  - a) complex medications regimens
  - b) physical assessment
  - c) various medical surgical, pediatric, and mental health disease states
  - d) culturally appropriate care
6. Increased responsibility for patient care and leadership in a variety of settings
  - a) increased number of patients
  - b) case management and quality assurance with the role of the vocational nurse as a multidisciplinary team member
  - c) team-leading and supervision concepts and delegation of tasks to unlicensed personnel
  - d) collaboration with preceptor faculty for clinical preceptor experience
  - e) increase complexity of skills, prioritizing care, individualization of client care, and assuming of total preceptor assignment

### **Assignment:**

1. Clinical documentation, competency completion, and clinical evaluations in the acute care and ambulatory setting rotation (3-6)

2. Mid and final evaluations
3. Clinical case scenarios and concept maps (6)
4. Multi-media assignments (4-8)
5. Portfolio (ongoing)
6. Clinical preceptorship final six weeks of semester

**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.

Portfolio, concept maps, community health resource paper, lab reports	Writing 5 - 15%
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**Problem Solving:** Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

Clinical case scenarios, virtual clinical excursions (VCE)	Problem solving 5 - 15%
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**Skill Demonstrations:** All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Clinical documentation, competency completions, evaluations, including preceptorship	Skill Demonstrations 70 - 85%
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**Exams:** All forms of formal testing, other than skill performance exams.

None	Exams 0 - 0%
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**Other:** Includes any assessment tools that do not logically fit into the above categories.

None	Other Category 0 - 0%
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**Representative Textbooks and Materials:**

1. Course syllabi. Current Edition. Available online only.
2. VN Faculty, Vocational Nursing Student Handbook, Current Edition. Available online only.
3. Elsevier Bundle that includes E-books
  - a. deWit, S. C., Kumagi, C.K. Medical-Surgical Nursing: Concepts & Practice, 2nd Edition, 2012, Saunders Elsevier.
  - b. deWit, Virtual Clinical Excursions 3.0 for Medical-Surgical Nursing, 4th Edition, 2013, Saunders Elsevier
  - c. Hill & Howlett Success in Practical/Vocational Nursing, 7th Edition, 2013, Saunders, Elsevier
  - d. Hodgson, Nursing Drug Handbook, 2014, Saunders
  - e. Kee, Hayes & McCuiston, Pharmacology: A Nursing Approach, 8th Edition, 2014, Saunders Elsevier

- f. Elsevier Adaptive Learning for Kee's Pharmacology, 8th Edition 2014
- g. Morrison-Valfre, Foundations of Mental Health Care, 5th Edition, 2012, Saunders Elsevier
- h. Mosby's Nursing Video Skills: Student Online Version (User Guide and Access Code), 5th Edition, 2013, Saunders Elsevier
- i. Pagana and Pagana, Mosby's Manual of Diagnostic & Laboratory & Tests, 5th Edition, 2014, Saunders Elsevier
- j. Perry, Potter & Elkin, Nursing Interventions & Clinical Skills, 6th Edition, 2014, Saunders Elsevier
- k. Silvestri, Saunders Comprehensive Review for the NCLEX-PN® Examination, 6th Edition, 2014, Saunders Elsevier
- l. Touhy & Jett. Gerontological Nursing and Healthy Aging, 4th Edition, 2014, Mosby
- m. Leifer, Introduction to Maternity & Pediatric Nursing, Saunders Elsevier, 7th Edition, 2014
- n. Leifer, Virtual Clinical Excursions for Introduction to Maternity & Pediatric Nursing, 7th Edition, 2007, Saunders Elsevier
- o. Mosby's Nursing Video Skills: Care of Infants and Children DVDs, 2007
- p. Mosby's Nursing Video Skill: Maternal, Newborn and Women's Health DVDs, 2007
- q. Potter: Fundamentals of Nursing, 8th Edition, 2013
- r. Elsevier Adaptive Learning for Potter's Fundamentals of Nursing, 8th Edition 2014
- s. Elsevier Adaptive Quizzing for DeWit's Medical-Surgical Nursing, 2nd Edition 2014
- t. Elsevier Adaptive Quizzing for the NCLEX-PN Exam, 2014
- u. Leifer: Study Guide for Introduction to Maternity & Pediatric Nursing, 7th Edition 2014