

LOS ANGELES COUNTY COLLEGE OF NURSING AND ALLIED HEALTH  
*School of Nursing*

**Nursing 243L**

**ADVANCED**

**MEDICAL/SURGICAL**

**& GERONTOLOGICAL**

**NURSING CLINICAL**

**Spring 2021**

<b>COURSE TITLE:</b>	<b>N243L - ADVANCED MEDICAL/SURGICAL &amp; GERONTOLOGICAL NURSING CLINICAL</b>
<b>PRE-REQUISITES</b>	Completion of Semester 3
<b>UNITS:</b>	6 Units
<b>HOURS:</b>	18 hours per week
<b>LENGTH:</b>	18 weeks
<b>PLACEMENT:</b>	Year II, Semester 4
<b>CONCURRENCY:</b>	All nursing courses within a semester must be taken concurrently. (May not be changed)
<b>COURSE DESCRIPTION:</b>	This clinical course provides the student with knowledge, skills, and attitudes to build on past learning and apply semester IV theoretical content. The nursing process focuses on the provision of client-centered care for clients with multisystem problems and various groups within the community. Gerontological concepts are incorporated in acute care and community settings. The role of the nurse as a leader and manager in a health care organization is practiced within the clinical setting.
<b>COURSE OBJECTIVES:</b>	<p>Upon satisfactory completion of the course, the student will:</p> <ol style="list-style-type: none"> <li>1. Analyze the application of the nursing process for safe patient-centered care as it applies to acute, chronic and community health care problems utilizing evidence-based practice.</li> <li>2. Analyze nursing informatics to communicate strategies that are utilized by the nurse as a leader and manager of patient-centered care.</li> <li>3. Collaborate as a member of the inter-professional healthcare team to promote and maintain client-centered care.</li> <li>4. Analyze leadership accountability and progresses in professional growth.</li> <li>5. Analyze the influence of political and societal factors in decision-making for safety in adult and geriatric healthcare in assessing, maintaining and promoting health to achieve safe, quality patient-centered care.</li> <li>6. Analyze a variety of teaching strategies utilizing evidence based practice in acute and community settings.</li> <li>7. Analyze leadership styles that demonstrate and value sensitivity to a diverse multicultural staff and client population.</li> </ol>

## STUDENT LEARNING

### OUTCOME:

Students incorporate sound leadership principles according to the standards of competent performance in planning, managing, and delivering health care using a collaborative interdisciplinary approach including delegation and supervision of nursing care delivered by others in a diverse healthcare setting.

### TEACHING METHODS:

Skills Demonstration (Simulation)  
Bedside teaching  
Discussion (e.g. briefing, debriefing, clinical lab discussion OR, Ventilators, Delegation, Geriatric Political Societal)

### METHODS OF EVALUATION:

1. Drug Dosage Calculation Competency
2. Oral reports
3. Clinical Preparation Worksheets/Concept Maps
4. Mandatory Clinical Labs
5. Nursing Care Plans
6. EHR Documentation
7. Clinical Competency (written)
8. Performance Evaluations

### GRADING SCALE:

1. Satisfactory
2. Unsatisfactory
  - All Course Objectives, Clinical Expectations, and Professional Standards must be passed at a satisfactory level
  - Failure of any one of the Course Objectives will constitute a clinical failure.

All written work must be completed individually. Copying, plagiarism, or cheating is subject to disciplinary action. See Student Handbook.

### REQUIRED READING:

- Frandsen, G., & Pennington, S. S. (2018). *Abrams' Clinical Drug Therapy: Rationales for nursing practice*. Philadelphia, PA: Lippincott Williams & Wilkins
- Hinkle, J.L., & Cheever, K. H. (2018). *Textbook of medical surgical nursing* (14<sup>th</sup> ed.). Philadelphia, PA: Wolters Kluwer
- Marquis, B. & Huston, C. (2017). *Leadership roles and management functions in nursing: Theory and application*. (10<sup>th</sup> ed.). Philadelphia: Lippincott, Williams & Wilkins.
- Taylor, C., Lynn, P., Bartlett, J. L. (2019). *Fundamentals of nursing: The art and science of person-centered nursing care* (9th ed.). Lippincott Williams & Wilkins.
- Townsend, M.C. (2018). *Psychiatric mental health nursing: Concepts of care in evidence-based practice* (9th ed.). Philadelphia: F.A. Davis.

## READING ASSIGNMENT FOR DRUG DOSAGE CALCULATION COMPETENCY

### RECOMMENDED READING

Kee, J. L., Hayes, E. R. & McCuiston, L. E. (2015). *Medications and calculations. In Pharmacology: A Nursing Process Approach*. (8th ed.). St. Louis: Elsevier.

TOPICS	CHAPTER 14, PAGE NUMBERS
Enteral feedings in varying strength	See attached example
Heparin dose calculations	178
Heparin infusion rate	See attached example
Calculating IV flow rate Direct IV injections (IVP)	191-201
Calculating injectable drugs	178-179, 184-189
Mixing injectable drugs	183-184
Calculating oral medication	159-173
<b>Dose calculation using:</b> <ul style="list-style-type: none"><li>• Basic formula (BF)</li><li>• Ratio and proportion (RP)</li><li>• Fractional equation (FE)</li><li>• Dimensional analysis (DA)</li><li>• Body weight (BW)</li></ul>	153-156
<b>Symbols &amp; Abbreviations</b> Conversions: <ul style="list-style-type: none"><li>• Metric system</li><li>• Apothecary system</li><li>• Household system</li></ul>	149-151

Posted in CAMS

## PROFESSIONAL STANDARDS / CLINICAL EXPECTATIONS

**PROFESSIONAL STANDARDS:** Professional standards of the student are valuable qualities and necessary for your development in becoming a professional nurse. The qualities listed below are the **EXPECTED** standards at this level.

The student will demonstrate responsible, accountable and consistent behaviors in the following areas:

1. Provide safe and professional care to 3- 4 patients.
2. Follow all hospital policies/procedures and accepted standards of care.
3. Be accountable for previously learned knowledge/skills.
4. Keep instructor and professional staff informed of the client's status in a timely manner.
5. Keep instructor and staff informed of whereabouts at all times.
6. Function effectively within nursing and foster open communication, mutual respect, and shared decision-making in a professional manner.
7. Prepare each day to care for their clients. Preparation includes knowledge of patients:
  - History/diagnosis
  - Expected findings
  - Current medication and effect on client
  - Diagnostic exam and rationale for exam
  - Anticipated complications
  - Rationale for plan of care
  - Cultural practices and values
  - Erickson's Developmental Stages
    - Patient's expected behavior for developmental stage across the life span
    - Interventions/collaborations to promote patient's growth and development
    - Priority teaching needs of patient and family
8. Performs safe, and consistent total patient care. Total patient care includes, but is not limited to:
  - ADL
  - Medication administration
  - Daily assessment
  - Education of client/family
  - Treatment
  - Documentation
9. Observe dress code standards according to the Student Handbook.

**EXPECTATIONS:**

1. Clinical evaluation is based on satisfactory completion of **ALL** objectives. Failure of one clinical objective will constitute an unsatisfactory grade for the course.
2. All written assignments are due at specified times. No late assignments will be accepted.
3. Students are expected to prepare the day before their clinical experience and clinical preparation sheets, or concept maps must be completed prior to 0630 on the day of clinical. If students are not prepared, they are deemed unsafe and will be dismissed from the clinical area. Dismissal will be counted as an ABSENCE and the student will be placed on academic warning. A second incident will constitute failure of a course objective.
4. Students participate actively in clinical conference.
5. The clinical competency must be completed with a passing grade. A second competency will be scheduled after notification of failure.
6. Clinical attendance is mandatory. Student is responsible for the information in Policy #210 – School of Nursing Attendance for Clinical Courses.

NOTE: Failure to adhere to professional standards / clinical expectations will result in a written academic warning.

**Chain of Command:**

For any conflict or issues, students must first meet with their respective instructor to discuss a solution. If the issue is not resolved, students must adhere to the appropriate chain of command starting with the Semester Coordinator, SON Dean, and Provost

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Student: \_\_\_\_\_

Date: \_\_\_\_\_

Faculty: \_\_\_\_\_ Date: \_\_\_\_\_

**Midterm Grade:** ☐ Satisfactory ☐ NI ☐ Unsatisfactory

**Final Grade:** ☐ Satisfactory ☐ Unsatisfactory

**Grading Guidelines:**

- Clinical performance criteria utilizing core competencies are evaluated on a Satisfactory (S), Needs Improvement (NI), Unsatisfactory (U) basis using the following criteria:

Satisfactory: Student is consistently meeting measurement criteria at the expected achievement level.

Needs Improvement: Performance level is inconsistent. The student must demonstrate consistent performance at the expected achievement level by the end of the term to pass clinical.

Unsatisfactory: Student is not meeting criteria – core competencies and course objectives at expected level of achievement.

N/A: Not applicable

Student must receive Satisfactory during the final clinical evaluation to pass the course.

Core Competencies	Midterm				Final	
	Date:					
	S	NI	U	N/A	S	U
<b>1. Patient-Centered Care:</b> Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values and needs. <b>(Course Objectives 1, 6 &amp; 7)</b>						
a. Analyzes the nursing process in the medical-surgical, acute care, and geriatric community setting.  -NCPs, ICU worksheet, OR summary.						
b. Values active partnership with patient in planning, implementation, and evaluation of care.						
c. Provides patient-centered care with sensitivity and respect for the diversity of human experience in acute, long-term and community settings.  -windshield survey, geriatric NCP, health fair.						
<b>2. Teamwork and Collaboration:</b> Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect and shared decision making to achieve quality patient care. <b>(Course Objectives 2 &amp; 3)</b>						
a. Assumes role as team leader: -Values teamwork and the relationship upon which it is based.						
-Analyzes scope of practice and roles of the health care team members. -team leading documents.						
-Analyzes leadership styles that demonstrate and value sensitivity to a diverse population - Substantiates values, strengths and limitations as a team leader and team member.						

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b. Analyzes roles and accountabilities of team members/team leader. -Assignment making.						
c. Analyzes the effectiveness of communication styles among patients, families, and healthcare and student team members. -team leading summary.						
d. Solicits input from team members to improve individual, as well as team performance: -Respects the unique attributes that members contribute to the team. -Mock code simulation (mandatory).						
e. Analyzes actions to resolve conflict - Contributes to resolution of conflict and disagreement. -conflict assignment.						
Core Competencies	Midterm				Final	
	S	NI	U	N/A	S	U
3. <b>Evidence-Based Practice:</b> Integrate best current evidence with clinical expertise and patient/ family preferences and values for delivery of optimal health. <b>(Course Objective 6)</b>						
a. Evaluates evidence -based literature and integrates into practice: written assignments, nursing care plans and clinical activities.						
b. Analyzes the effectiveness of evidence-based interventions incorporated in the provision of patient-centered care.						
c. Analyzes rationale for approaches to care that result in less-than desired outcomes or adverse events.						
d. Values continuous improvement in clinical practice based on new knowledge.						
4. <b>Quality Improvement:</b> Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems. <b>(Course Objective 4)</b>						
a. Provides/manages care for 3-4 patients in a timely and effective manner.						
b. Recognizes that nursing and other health care professions are parts of systems of care and care processes that affect outcomes for patients and families.						
c. Appreciates the value of what healthcare teams can do to improve care.						
5. <b>Safety:</b> Minimize risk of harm to patients and providers through both systems effectiveness and individual performance. <b>(Course Objectives 1 &amp; 5)</b>						



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a. Analyzes effective use of technology, standardized practices, and policies that support safety and quality						
b. Delineates general categories of errors and hazards in care.						
c. Communicates observations or concerns related to hazards and errors to patient families and the healthcare team.						
d. Values own role in preventing errors.						
e. Analyze appropriate clinical decision-making.						
f. Analyzes nursing role responsibilities in providing safe care for a group of patients. -assignment making.						
<b>Core Competencies</b>	<b>Midterm</b>				<b>Final</b>	
	<b>S</b>	<b>NI</b>	<b>U</b>	<b>N/A</b>	<b>S</b>	<b>U</b>
<b>6. Informatics:</b> Use information and technology to communicate, manage knowledge mitigate error, and support decision-making. <b>(Course Objective 2)</b>						
a. Analyze the effectiveness of technology and information management tools to support safe processes of care  -Substantiates mastery in the navigation of electronic health record for patient information and data gathering necessary in clinical practice.  -Masterly of documentation of patient care in electronic health record.						
b. Analyzes essential information that must be available in a common database to support patient care						
c. Values the implementation and modification of information technologies to support patient care.						
<b>7. Professionalism:</b> Analyzes professional behavior towards patients, families, inter-professional team members, faculty, and fellow students. <b>(Course Objectives 2 &amp; 4)</b>						
a. Initiates plan for self-development and professional growth.  -resume, cover letter, and career map.						
b. Analyzes core professional values (caring, altruism, autonomy, integrity, human dignity, and social justice) while recognizing own values.						
c. Maintains professional behavior and appearance.						
d. Complies with the Nursing Code of Ethics, Standard of Practice, and policies and procedures of Los Angeles County College of Nursing and Allied Health, School of Nursing, and clinical agencies assigned.						

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e. Accepts constructive criticism and develops plan of action for improvement.						
f. Maintains a positive attitude and communicates with inter-professional team members, faculty, and fellow students in a positive, professional manner.						
g. Provides evidence of preparation ( <i>clinical worksheet, concept map, etc.</i> ) for clinical learning experiences.						
h. Arrives to clinical site at assigned times prepared to receive report and perform patient care; not exceeding 4 tardies.						
i. Attends clinical days with no more than three absences.						
j. Completes tasks and nursing activities ( <i>according to course expectations</i> ) in a timely manner.						
k. Accepts individual responsibility and accountability for assessment, nursing interventions, outcomes, and other actions.						
l. Assumes responsibility for learning.						

Methods of Evaluation	Satisfactory	Unsatisfactory
Drug Dosage Calculation Competency	<input type="checkbox"/>	<input type="checkbox"/>
Medical/Surgical NCP	<input type="checkbox"/>	<input type="checkbox"/>
Operating Room Orientation	<input type="checkbox"/>	<input type="checkbox"/>
Geriatric NCP/ Windshield Survey	<input type="checkbox"/>	<input type="checkbox"/>
Resume/Cover Letter/Career Map	<input type="checkbox"/>	<input type="checkbox"/>
Team Leading Summary	<input type="checkbox"/>	<input type="checkbox"/>
Health Fair	<input type="checkbox"/>	<input type="checkbox"/>
Conflict Resolution Assignment	<input type="checkbox"/>	<input type="checkbox"/>
Acute Care Worksheet	<input type="checkbox"/>	<input type="checkbox"/>
Operating Room Summary	<input type="checkbox"/>	<input type="checkbox"/>
Written Clinical Competency	<input type="checkbox"/>	<input type="checkbox"/>
Geriatric Political/Societal Issue Discussion	<input type="checkbox"/>	<input type="checkbox"/>
NLN Diagnostic	<input type="checkbox"/>	<input type="checkbox"/>

Attendance Summary	Midterm			Final		
	Number	Dates	Student Signature	Number	Dates	Student Signature
Absences						
Tardies						

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**Midterm Evaluation**

Faculty Comments (Address strengths and opportunities for improvement):

Plan for improvement (Required for any “Needs Improvement” and “Unsatisfactory” competencies):

Student Comments:

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Final Evaluation**

Faculty Comments (Address strengths and opportunities for improvement):

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Plan for improvement (Required for any “Unsatisfactory” competencies):

Student Comments:

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty Signature: \_\_\_\_\_ Date: \_\_\_\_\_