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

Nursing 233 L:

Intermediate Medical/Surgical & Psychiatric Nursing Clinical

SYLLABUS

FALL 2022

COURSE TITLE:	**N233L - INTERMEDIATE MEDICAL/SURGICAL & PSYCHIATRIC NURSING CLINICAL – SPRING 2022**
PRE-REQUISITES	Completion of course requirements for Semesters 1 and 2.
UNITS:	6 Units
HOURS:	18 Hours per week
LENGTH:	18 Weeks
PLACEMENT:	Year II: Semester 3
CONCURRENCY:	All nursing courses within a semester must be taken concurrently.
COURSE DESCRIPTION:	This clinical course provides the student with opportunities to apply semester 3 content and build on year 1 theoretical content. The application of the nursing process as a manager for group of clients in a specialized setting is implemented. Experiences allow the students to perform health promotion activities and apply concepts of legal/ethical, regulatory agencies and end-of-life issues in the clinical setting. The use of decision-making, education and sociocultural awareness are implemented in the clinical setting.
COURSE OBJECTIVES:	Upon satisfactory completion of the course, the student will:

1. Apply the nursing process for safe patient-centered care to individuals, families and groups in specialized settings utilizing evidence-based practice.
2. Integrate therapeutic communication techniques and incorporate nursing informatics to accomplish goals for individuals, families and groups with mental health and medical surgical problems.
3. Apply principles of teamwork and collaborative relationships as a member of the inter-professional healthcare teams for individuals, families and groups.
4. Apply legal and regulatory policies that influence the practice of nursing, and to provide and improve quality of care for adults with mental health and medical surgical problems.
5. Apply nursing responsibilities in decision-making as a member of the inter-professional healthcare team in assessing, maintaining and promoting health to achieve safe, quality patient-centered care.
6. Apply teaching strategies utilizing evidence-based practice to promote health of a diverse patient population.
7. Apply transcultural nursing concepts in health promotion of individual(s), families and groups.

STUDENT LEARNING OUTCOMES: Students incorporate concepts of professional role development through collaboration with members of the multidisciplinary health team in planning and providing safe care for individuals, families and groups with mental health problems, utilizing the nursing process, critical thinking, and therapeutic communication techniques in acute care, psychiatric and ambulatory care settings.

TEACHING METHODS:

1. Skills demonstration (video, skills lab, virtual simulation)
2. Role play (Psychiatric rotation)
3. Bedside teaching
4. Discussion (e.g. briefing, debriefing, case conferences)
5. Simulation (live and/or virtual)

METHODS OF EVALUATION:

1. Safe and competent care in clinical experience.
2. Psychomotor clinical competency exam (clinical application based upon client scenarios)
3. Pass Point Clinical Competency
4. Written assignments*:
   a. Clinical Worksheets/Concept Map (one for each weekly planned Med/Surg client)
   b. One Nursing Care Plan and 1 Reflection Paper in the Medical/Surgical rotation
   c. Process Recording, Film Critique, Interdisciplinary Collaboration, NAMI and LA Mental Health Court Research, and Medication Research in the Psychiatric Nursing rotation
   d. Cultural Assessment Interview during the Ambulatory Care Rotation or MedSurg rotation
   e. Formal teaching project, 20 Informal Teachings, and Weekly Activities diary during the Ambulatory Care rotation
5. Drug Dosage Calculation Competency (per policy)
6. Attendance (per school policy)
7. Simulation
   a. Virtual (vSims/PrepU if assigned)
   b. Live

GRADING SCALE:

1. Satisfactory
2. Unsatisfactory

Unsatisfactory grade in any clinical objective constitutes an unsatisfactory grade for the entire course.

REQUIRED READING:

BRN Nursing Practice Act for the State of California.

Frandsen, G., & Pennington, S.S. (2021). *Abrams' Clinical Drug Therapy: Rationales for nursing practice.* (12th ed) Philadelphia, PA: Lippincott Williams & Wilkins.

Hinkle, J., & Cheever, K.H. (2018). *Brunner & Suddarth's textbook of medical-surgical nursing.* (14th ed.) Philadelphia, PA: Lippincott Williams & Wilkins.

Swearingen, L. Pamela, & Wright, J. (2019). *All-in-One Nursing Planning Resource*. St. Louis: Elsevier

Taylor, C. & Lillis, C. & Lynn, P. & Lemone, P. (2019). *Fundamentals of Nursing: The Art and Science of Person-Centered Care* (9th ed.). Philadelphia: Wolters Kluwer

Morgan, K.I. & Townsend, M.C. (2021). *Psychiatric mental health nursing: Concepts of care in evidence-based practice* (10th ed.). Philadelphia: F.A. Davis.

RECOMMENDED READING:

- Lippincott Advisor for Education
  - Clinical Diagnosis and Treatment (all tabs)
  - Care Planning (Problem-based Careplans)
- Stedman's Online (Illustrations: all tabs)
- Lippincott Nursing Drug Handbook Mobile Application
- www.micromedexsolutions.com/micromedex2/librarian
- www.dynamed.com/drugsbrowse
- Nursing Reference Center on LAC/USC Intranet
- DHS Policy and Procedure Portal on LAC/USC Intranet

All academic policies are strictly enforced

For any conflict or issue, student must first meet with their respective instructor to discuss a solution. If issues are not resolved, student must adhere to the appropriate chain of command starting with the semester coordinator; Director, OES; Dean, SON; and lastly the Provost

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.
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. Always keep instructor and staff informed of whereabouts.
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 clients:
   - 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
     - Client's expected behavior for developmental stage across the life span
     - Interventions/collaborations to promote client's growth and development
     - Priority teaching needs of client and family
8. Performs safe and consistent total client care. Total client 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.

CLINICAL EXPECTATIONS**:**

1. Students are advised that not all rotations have the same hours. Please follow up with your Clinical Instructor for specific clinical hours at your site.
    a. MedSurg Rotation (8 weeks) starts at 0630.
    b. Ambulatory Rotation (4 weeks) can start as early as 0600 or 0645 (depending on the facility).
    c. Psych Rotation (4 weeks) starts at 0645.
2. Clinical evaluation is based on satisfactory completion of all objectives. Failure of one clinical objective will constitute an unsatisfactory grade for the course.
3. All written assignments are due at specified times of each rotation. No late assignments will be accepted.
4. Students are expected to prepare for the Medical Surgical clinical experience. Clinical Worksheets and Concept Maps must be completed and submitted at the beginning of the clinical day on Tuesday. If students are not prepared, they are deemed unsafe and will be dismissed from the clinical area. Dismissal will be counted as absent, and the student will be placed on academic warning. A second incident will constitute failure of a course objective.
5. Students in the Medical Surgical rotation need to be able to demonstrate that they can perform total care of up to 3 patients.
6. Students are expected to actively participate in clinical conference.
7. The written competency must be completed with a passing grade. A second competency will be scheduled after notification of failure.
8. Clinical attendance is mandatory. Student is responsible for the information in Policy #210 – School of Nursing Attendance for Clinical Courses.
    a. Absences cannot be taken consecutively. Absences not taken will not be rolled over to the next clinical rotation.
    b. Allowed absences/tardy are as follows:
        i. MedSurg rotation (8 weeks): 1 absence / 1 tardy
        ii. Ambulatory rotation (4 weeks): 1 absence / 1 tardy
        iii. Psych rotation (4 weeks): 1 absence / 1 tardy

MEDSURG ROTATION: NURSING CARE PLAN RUBRIC

STUDENT NAME: DATE:

CRITERIA	0	5	10	Points
Health Data	- Multiple errors noted.	- Some information is missing. - Categorization is incorrect	-Information is complete - Clearly presented and properly	
Mechanics	- Contains many errors that blocks the reader's understanding - Does not follow APA format	- Contains several errors but does not impede overall understanding - Follows APA format	- Almost entirely free of spelling, punctuation and grammatical errors - Follows APA format	
NURSING PROCESS	**0**	**15**	**20**	**Points**
Priority Nursing Problems/ Potential Complications	- Does not meet objectives of N233L - Not supported by health data.	- Meets objectives of N233L - Prioritized based on review of health data	- Clearly written, and meets the objectives of N233L - Prioritization is based on analysis of health data	
Assessment	- Data not pertinent to the client - Not supported by client information.	- Not clearly written but pertinent to the client - Supported by client information	- Clearly written and pertinent to the client. - Assessment is detailed appropriate to the client's situation	
Desired Outcomel	- Desired Outcome does not address nursing problem.	- Not clearly written / or lacks logic - Outcome not easily identified.	- Clearly written, logical, and realistic - Outcome is measurable and easily identified.	
Intervention / Implementation/ Evaluation	- Multiple errors or breach in client safety. - Does not include rationale - Outcome not evaluated.	- Not completely appropriate - Rationale not clear or does not demonstrate critical thinking - Outcome clearly addressed	- Interventions are clearly written and logical - Rationale appropriate and demonstrates critical thinking - Rationale for outcome being met or is clearly stated	
NOTE:			**TOTAL POINTS:**	

- This assignment must be completed and submitted by the date established by the instructor.
- Assignment must be submitted as a word document (.docx). PDF files will not be accepted.
- Incomplete assignments will not be graded and result in an unsatisfactory grade.
- Assignments submitted after the due date and time will not be accepted and result in an unsatisfactory grade. An unsatisfactory in any evaluation criteria of the assignment will result in an unsatisfactory grade.
- An unsatisfactory grade for this assignment will result in an unsatisfactory grade in N233L.

Instructor Signature:_____ Date:_____

N233L Clinical Lab: SUBSTANCE RELATED CLIENT SKILLS RUBRIC

Student name: _____ Date: _____
All criteria must be met to receive a satisfactory grade.

CRITERIA	UNSATISFACTORY	SATISFACTORY
Assessment (verbal/non-verbal)	□ Does not identify risk factors □ Unable to differentiate between commonly abused substances □ Unable to identify clinical manifestations of substance withdrawal □ Does not identify evidence of substance use pattern(s) □ Does not to identify timing of last used of substance	□ Identifies at least 3 risk factors □ Differentiates between commonly abused substances □ Identifies at least 3 clinical manifestations of substance withdrawal □ Identifies evidence of substance abuse □ Identifies timing of last used of substance
Communication	□ Repeated non-therapeutic communication (verbal/non-verbal) □ Does not to identify community resources	□ Consistently uses therapeutic communication appropriately (verbal/non-verbal) □ Identifies community resources
Safety	□ Does not identify environmental hazards related to the situation □ Unable to prioritize nursing interventions based upon clinical presentation	□ Identifies environmental hazards related to the situation □ Prioritizes nursing interventions based upon clinical presentation
Collaboration	□ Solo intervention	□ Collaborated with another healthcare professional using ISBARR

Knowledge: □ Satisfactory □ Unsatisfactory
Skills: □ Satisfactory □ Unsatisfactory
Attitude: □ Satisfactory □ Unsatisfactory

COMMENTS:
_____
_____
_____

Instructor: _____ Date: _____

N233L Clinical Lab: SUICIDAL CLIENT SKILLS RUBRIC

Student name: _____ Date: _____

All criteria must be met to receive a satisfactory grade.

CRITERIA	UNSATISFACTORY	SATISFACTORY
Assessment (verbal/non-verbal)	□ Does not identify risk factors □ Does not respond appropriately to covert statements □Does not respond appropriately to over statements □ Avoids exploration of client's feelings or probing □ Imposes personal beliefs	□ Identifies at least 3 risk factors □ Identifies covert statements and responds appropriately □ Identifies overt statements and responds appropriately □ Assess client's perception of the situation □ Utilizes facts about suicide to guide assessment
Communication	□ Repeated non-therapeutic communication (verbal/non-verbal) □ Not based upon cultural client assessment □ Non-empathetic □ Dismisses client's emotions	□ Consistently uses therapeutic communication appropriately (verbal/non-verbal) □ Based upon cultural client assessment findings □ Empathetic □ Validate emotions
Safety	□ Does not identify immediacy □ Does not identify contraband	□ Identifies immediacy of plan □ Identifies safety hazards related to the situation
Collaboration	□ Solo intervention	□ Collaborated with another healthcare professional using ISBARR

Knowledge: □ Satisfactory □ Unsatisfactory
Skills: □ Satisfactory □ Unsatisfactory
Attitude: □ Satisfactory □ Unsatisfactory

COMMENTS:

_____

_____

_____

Instructor: _____ Date: _____

Student: _____ Date: _____

Psych Rotation: PROCESS RECORDING RUBRIC

Criteria	Unsatisfactory 0 Points	Satisfactory 5 Points	Proficient 5 Points	Points
Client identification	- Incomplete client identification.	- Identifies client's initials, age, sex, cultural background, reason for admission, diagnosis and current medications.	- Identifies client's initials, age, sex, cultural background, reason for admission, diagnosis and current medications.	
Mechanics	- Multiple errors. - Errors indicate a misunderstanding of directions Multiple errors in grammar, punctuation, and spelling.	- Has a few errors in format - Contains errors in grammar, punctuation, and spelling, but does not impede understanding	- May have a few errors in format - May contain few errors in grammar, punctuation, and spelling, but does not impede understanding	
	0 Points	**10 Points**	**15 Points**	**Points**
Scenario	Does not describe physical setting of interaction.	- Describes environment in which the interaction takes place - Identifies nonverbal communication.	- Recognizes how the environment and nonverbal communication affects the interaction.	
Problem	- Does not recognize client's problem or defense mechanism(s) used by client	- Identifies client's problem(s) - Identifies defense mechanism(s) used by client	- Recognizes the client as a unique individual with consideration of values, developmental and sociocultural influences in relation to mental illness	
Goal	- Does not identify goal of interaction	- Identifies goal of interaction. that is appropriate to the client situation		
Stressors	Does not recognize interpersonal and extra-personal stressors	- Identifies interpersonal and extra-personal stressors	- Analyzes how stressors impact the client's mental health and adaptation	
Therapeutic communication techniques (TCT)	- Identifies < 5 TCT **or** - Fails to recognize communication blocks **or** - Oblivious to client's emotional state.	- Identifies 5 TCT correctly - Identifies client's feeling(s).	- Identifies >5 TCT appropriate to client's emotional state and set goal of interaction.	
Analysis	- Multiple errors **or** - Breach in safety.	- Communication safe and appropriate for client situation. - Identifies communication errors. - Gives rationale for each technique used.	- Analysis demonstrate critical thinking and depth of understanding of the process	
Summary	- Does not recognize or identify own feelings during interaction.	- Limited evidence of critical thinking relevant to the overall process. - Identifies own feelings in the process.	- Recognizes patterns and themes of the interaction process, uses critical thinking and analyzes own feelings in the process.	
			TOTAL POINTS	

NOTE:
This assignment must be completed and submitted by the date established by the instructor.
Incomplete assignments will not be graded and result in an unsatisfactory grade.
An unsatisfactory in any evaluation criteria of the assignment will result in an unsatisfactory grade.
An unsatisfactory grade for this assignment will result in an unsatisfactory grade in N233L.

CENTRAL VENOUS CATHETER CARE/MAINTENANCE

Purpose: This skill is designed to help the students apply the nursing process and identify nursing responsibilities to provide safe nursing care to clients and maintain and care for their central venous and midline peripheral venous catheters utilizing evidence-based practice. Students will apply principles of teamwork and collaborative relationship as members of the inter-professional healthcare team as well as apply the legal and regulatory policies that influence the practice of nursing. The student will apply the nursing responsibilities in decision-making in assessing, maintaining, and promoting health to achieve safe, quality, patient-centered care.

At the completion of this skills lab, the student will:

1. Demonstrate a central venous catheter dressing change.
2. Identify the complications of central venous catheters.
3. Discuss the clinical indications for a central venous catheter.
4. Discuss the management of a central venous catheter.
5. For Skills Competency, this skill will be divided into 2 parts. Part 1 = Central Line Dressing Change (40 mins), Part 2 = Central Line Dressing Removal and Central Line Valve Change (25 mins). Student must practice both parts as will be randomly tested on one of them.

TEACHING METHOD:	Skills Lab/Virtual/ Voice-over PowerPoint/Online Video recording
EVALUATION METHOD:	Demonstration (Live)
REQUIRED READING:	Taylor: Central Venous Access Devices pp 1581-1584, 1592 and 1593 Guidelines for Nursing Care 40-3 Removal of a PICC

CENTRAL VENOUS CATHETER VIDEOS on INTRANET*

DEPARTMENTS TAB

CLINICAL SERVICES

UNDER CLINICAL SERVICES CLICK NURSING SERVICES

EDCOS (to the far left column)

CENTRAL VENOUS CATHETER CARE

VIEW EACH OF THE VIDEOS

Video	Duration
• Introduction	09:28
• CVC Protocol	16:57
• Accessing Central Line Ports	05:43
• Application of Biopatch (Play All) -Introduction -What is BIOPATCH? -Scope & Magnitude of CRBSI -CRBSI: Pathogenesis & Prevention -How is BIOPATCH Received -Application of BIOPATCH	12:14
• Central Venous Catheter Dressing Change	15:33
• Valve Change	06:58
• Troubleshooting	04:56

*Videos can be accessed at home via https://lacounty.sharepoint.com/sites/dhs-lacusc/SitePages/Home.aspx?wa=wsignin1.0
Biopatch videos may not be able to open…please watch them while at hospital as you will be tested on Biopatch application.

1) NURSING CLINICAL STANDARDS **(Central Venous Catheter & IV Therapy)**
   a. **Nursing Clinical Protocols (NCP)**: Clinical Standards
      i. 070 - Central Venous Catheter – Section 1
      ii. 069 - Central Venous Catheter – Section 2 (Care and Maintenance Guidelines)
      iii. 134 - Electrolyte Replacement: Intravenous
      iv. 278 – Intravenous Therapy
   b. **Nursing Clinical Protocols:** Procedures

      i. Proc 1415 – Central Venous Catheters: Care, Maintenance, Troubleshooting, **(DO NOT REMOVE ANY CVC)**

2) NURSING CLINICAL STANDARDS **(Intravenous)**

a. **Nursing Policy Manual :**

i. Nur911 – Intravenous Therapy

ii. Nur911-A – Attachment: Approved Intravenous Push Medication List-Adult

b. Code Gold & Responsibilities **https://lacounty.sharepoint.com/:v:/r/sites/dhs-lacusc-NIS/Shared%20Documents/Code%20Gold%20and%20Restraints/Code%20Gold-%20Roles%20and%20Responsibilities%202021.mp4?csf=1&web=1&e=lFOrtW**

N233L Clinical Lab: CENTRAL LINE CARE – RUBRIC

STUDENT NAME:_____ Date: _____

All of the criteria **must** be met satisfactorily to establish competence.

Criteria	Unsatisfactory	Satisfactory	Student Performance
Knowledge of Standard of Care	□ Fail to verbalize essential elements of central line care standards per textbook and/or institutional protocol	□ Correctly verbalizes essential elements of central line care per textbook and/or institutional protocol	
Assessment	□ Incomplete or inaccurate assessment of Central Venous Line Site	□ Complete and accurate assessment of Central Venous Line Site	
Skill Performance	□ Incorrect selection of central line care equipment **OR** □ Incorrect use of equipment **OR** □ Does not follow a logical sequence of procedural implementation **OR** □ Violates principles of asepsis and does not recognize and/or corrects violation **OR** □ Does not explain the procedure to the client	□ Correct selection of central line care equipment **AND** □ Correct use of equipment **AND** □ Implements logical sequence of procedure **AND** □ Maintains principles of asepsis and/or recognizes violation **AND** □ Explains the procedure to the client	
Documentation	□ Fail to verbalize correct procedural documentation	□ Verbalizes correct procedural documentation	

□ Unsatisfactory □ Satisfactory

Comments:

Instructor:_____ Date:_____

AIRWAY SUCTIONING

PURPOSE: This skill is designed to help the students apply the nursing process and identify nursing responsibilities to provide safe nursing care to clients requiring airway suctioning of their tracheostomy, utilizing evidence-based practice. Students will apply principles of teamwork and collaborative relationship as members of the inter-professional healthcare team as well as apply the legal and regulatory policies that influence the practice of nursing. The student will apply the nursing responsibilities in decision-making in assessing, maintaining, and promoting health to achieve safe, quality, patient-centered care.

At the completion of this skills lab, the student will:

1. Demonstrate safe and effective airway suctioning.
    a. Select appropriate equipment for suctioning a client
    b. Describe the correct position and method for suctioning a client safely
2. Discuss the nursing responsibilities before, during, and after suctioning.
3. Suctioning skill should take no longer than 20 minutes to complete.

TEACHING METHOD:	Skills Lab/Virtual/ Voice-over PowerPoint/Online Video recording
EVALUATION METHOD:	Demonstration (Live)
REQUIRED READING:	Taylor, pp 1517-1518 Tracheostomy, Providing Trach Care, Tracheal Suctioning. Click on the Watch & Learn Video 17-04 on page 1518. Also, pp 1542-1547 Skill 39-6 Suctioning a Tracheostomy: Open System

N233L Clinical Lab: AIRWAY SUCTIONING – SKILLS RUBRIC

Student name: _____

All of the Criteria **must** be satisfactorily met to establish competence.

Criteria	Unsatisfactory	Satisfactory	Student performance
Equipment	□ Incomplete gathering of equipment □ Incorrect use of equipment	□ Gathers all equipment necessary □ Correct use of equipment	
Assessment	□ Does not identify indications for airway suctioning	□ Correctly identifies indications for airway suctioning	
Preparing the client	□ Does not position the client correctly for procedure	□ Positions the client appropriately for the given scenario	
Asepsis	□ Does not recognize or does not self-correct violation of aseptic technique	□ Correct use of aseptic technique □ Self corrects violation of asepsis	
Skill Performance	□ Does not lubricate catheter OR lubricates catheter with wrong solution □ Advances catheter incorrectly □ Fails to apply suction control correctly □ Fails to rinse the catheter	□ Lubricates catheter with appropriate solution □Advances suction catheter at correct depth □ Applies suction control correctly □ Rinses catheter □ Disposes of the catheter correctly	
Evaluation	□ Fails to discuss post-procedure assessment and documentation	□ Discusses post procedure assessment and documentation	
Communication	□ Does not communicate with client	□ Introduce self and procedure, establish a mode of non-verbal communication	

□ Unsatisfactory □ Satisfactory

Comments:

Instructor: _____ Date: _____

TRACHEOSTOMY CARE

PURPOSE: This skill is designed to help the students apply the nursing process and identify nursing responsibilities to provide safe nursing care to clients with a tracheostomy utilizing evidence-based practice. Students will apply principles of teamwork and collaborative relationship as members of the inter-professional healthcare team as well as apply the legal and regulatory policies that influence the practice of nursing. The student will apply the nursing responsibilities in decision-making in assessing, maintaining, and promoting health to achieve safe, quality, patient-centered care.

At the completion of this skills lab the student will be able to

1. Demonstrate suctioning via an artificial airway.
2. Demonstrate tracheostomy care.
3. Tracheostomy care skill should take no longer than 20 minutes to complete.

* **Note:**
1. Goggles or face shield should be used in standard precautions.
2. Check ward/area protocols before pre-oxygenating clients.

TEACHING METHOD:	Skills Lab/Virtual/ Voice-over PowerPoint/Online Video recording
EVALUATION METHOD:	Demonstration (Live)
REQUIRED READING:	Taylor, pp 1538-1542 Skill 39-5 Providing Care of a Tracheostomy Tube

N233L Clinical Lab: TRACHEOSTOMY CARE – SKILLS RUBRIC

Student name: _____

All of the Criteria **must** be satisfactorily met to establish competence.

Criteria	Unsatisfactory	Satisfactory	Student performance
Equipment	□ Incomplete gathering of equipment □ Incorrect use of equipment	□ Gathers all equipment necessary □Correct use of equipment	
Assessment	□ Does not identify rationale for Trach care	□ Correctly identifies rationale for Trach care	
Preparing the client	□ Does not position the client correctly for procedure □ Does not recognize safety precautions	□ Positions the client appropriately for the given scenario □ Considers safety measures and	
Asepsis	□ Does not recognize or does not self-correct violation of aseptic technique	□ Correct use of aseptic technique □ Self corrects violation of asepsis	
Skill Performance	□ Does not remove and / or replace inner cannula □ Soaks and / or rinses inner cannula incorrectly □ Does not clean incision site and tube flange □ Unsafe application	□ Removes and replaces inner cannula correctly □ Soaks and rinses inner cannula in correct solutions □ Cleans incision site and tube flange □ Safe application of trach ties and dressing	
Evaluation	□ Fails to discuss post-procedure assessment and care	□ Discusses post-procedure assessment and care	
Communication	□ Does not communicate with client	□ Introduce self and procedure, establish a mode of non-verbal communication	

□ Unsatisfactory □ Satisfactory

Comments:

Instructor: _____ Date:_____

CHEST TUBE DRAINAGE SYSTEMS

PURPOSE: This skill is designed to help the students apply the nursing process and identify nursing responsibilities to provide safe nursing care to clients with a chest tube drainage system utilizing evidence-based practice. Students will apply principles of teamwork and collaborative relationship as members of the inter-professional healthcare team as well as apply the legal and regulatory policies that influence the practice of nursing. The student will apply the nursing responsibilities in decision-making in assessing, maintaining, and promoting health to achieve safe, quality, patient-centered care.

At the completion of this skills lab, the student will:

1. Describe the purpose, methods, and nursing responsibilities related to chest tubes.

2. Discuss the pathophysiological conditions in which a chest tube is required:

    a. Pleural effusion
    b. Hemothorax
    c. Pneumothorax
    d. Empyema

3. Discuss the common placement/location of chest tubes.

4. Identifies the components of a chest tube drainage system.

    a. Name the three chambers of a chest tube drainage system

5. List the requirements in the management and care of a chest tube.

6. List the steps in troubleshooting problems with chest tubes.

7. The Chest Tube skill should not take longer than 20 minutes to complete.

TEACHING METHOD:	Skills Lab/Virtual/ Voice-over PowerPoint/Online Video recording
EVALUATION METHOD:	Demonstration (Live)
REQUIRED READING:	Taylor, pp 1512-1514 (pg 1512 Managing Chest Tubes, pg 1513 Table 39-5, & pg 1514 Guidelines for Nursing Care 39-3

N233L Clinical Lab: CHEST TUBE – SKILLS RUBRIC

Student name: _____

All of the Criteria **must** be satisfactorily met to establish competence.

Criteria	Unsatisfactory	Satisfactory	Student performanc
Equipment	□ Incomplete gathering of equipment □ Incorrect use of equipment	□ Gathers all equipment necessary □ Correct use of equipment	
Indications	□ Does not identify indications for chest tube(CT) **OR** □ Does not discuss the difference between mediastinal and pleural CT	□ Correctly identifies indications for chest tube **AND** □ Correctly discusses the difference	
Assessment	Fail to discuss assessment of CT: □ Types (mediastinal VS pleural) □ Dressing and need for change □ Complications	Discusses assessment of CT: □ Types (mediastinal VS pleural) □ Dressing and need for change □ Complications	
Positioning	□ Does not position the client correctly	□ Positions the client appropriately for the given	
Asepsis	□ Does not recognize or does not self-correct violation of aseptic technique	□ Correct use of aseptic technique **OR** □ Self corrects violation of asepsis	
Skill Performance ***(any or all may be evaluated)***	□ Incorrect set up the chest tube according to physician orders □ Does not identify CT drainage system air leakage □ Does not take action in case of an air leak □ Incorrect dressing change □ Incorrect action in chest tube emergencies	□ Correctly sets up the chest tube according to physician orders □ Identifies CT drainage system air leakage □ Takes appropriate action in the case of air leak □ Correct dressing change □ Correctly intervenes in CT emergencies	
Evaluation	□ Fails to discuss post-procedure assessment and documentation	□ Discusses post procedure assessment and documentation	
Communication	□ Does not communicate with client □ No client teaching verbalized	□ Introduce self and provide client teaching as appropriate to given scenario	

□ Unsatisfactory □ Satisfactory

Comments:

Instructor:_____ Date:_____

BLOOD AND BLOOD PRODUCTS

PURPOSE: This skill is designed to help the students apply the nursing process and identify nursing responsibilities to provide safe nursing care to clients receiving blood and blood products, utilizing evidence-based practice. Students will apply principles of teamwork and collaborative relationship as members of the inter-professional healthcare team as well as apply the legal and regulatory policies that influence the practice of nursing. The student will apply the nursing responsibilities in decision-making in assessing, maintaining, and promoting health to achieve safe, quality, patient-centered care while also applying transcultural nursing concepts in health promotion.

At the completion of this skills lab the student will:

1. Discuss the nursing responsibilities in the administration of blood and blood products
   - Prior to transfusion
   - During transfusion
   - After transfusion

2. Select the appropriate equipment required in a blood transfusion.

3. Discuss the signs and symptoms of a blood transfusion reaction
   - Febrile non-hemolytic
   - Allergic
   - Hemolytic transfusion reactions

4. Discuss nursing responsibilities when a blood transfusion reaction occurs (or suspected).

TEACHING METHOD:	Skills Lab/Virtual/ Voice-over PowerPoint/Online Video recording
EVALUATION METHOD:	Demonstration (Live)
REQUIRED READING:	Blood and Blood Products Hospital Protocol Taylor, pp 1593-1597 Administering Blood & Blood Products

ARTERIAL BLOOD GASES

PURPOSE: This skill is designed to help the students apply the nursing process and identify nursing responsibilities to provide safe nursing care in interpreting arterial blood gases, utilizing evidence-based practice. Students will apply principles of teamwork and collaborative relationship as members of the inter-professional healthcare team as well as apply the legal and regulatory policies that influence the practice of nursing. The student will apply the nursing responsibilities in decision-making in assessing, maintaining, and promoting health to achieve safe, quality, patient-centered care.

At the completion of this skills lab the student will:

1. Analyze and interpret arterial blood gas results.
2. Discuss nursing responsibilities to implement based on arterial blood gas results analyzed.

TEACHING METHOD:	Skills Lab/Virtual/ Voice-over PowerPoint/Online Video recording
EVALUATION METHOD:	Demonstration (Live)
REQUIRED READING:	Taylor, Chapter 40 pp 1572-1575 and Table 40-5 Acid-Base Parameters for Arterials Blood Gas Studies and Table 40-6 Acid-Base Disturbances

BASIC ECG INTERPRETATION

PURPOSE: This skill is designed to help the students apply the nursing process and identify nursing responsibilities to provide safe nursing care in interpreting basic electrocardiograms, utilizing evidence-based practice. Students will apply principles of teamwork and collaborative relationship as members of the inter-professional healthcare team as well as apply the legal and regulatory policies that influence the practice of nursing. The student will apply the nursing responsibilities in decision-making in assessing, maintaining, and promoting health to achieve safe, quality, patient-centered care.

At the completion of this skills lab, the student will:

1. Identify normal electrocardiogram pattern.

2. Identify two (2) methods to calculate the heart rate.

3. Measure:

   - P-R interval
   - QRS complex
   - QT interval

4. Identify common dysrhythmias:

   - Sinus bradycardia
   - Sinus tachycardia
   - Atrial flutter
   - Atrial fibrillation
   - Premature ventricular contractions (PVC)
   - Ventricular tachycardia (V-tach)
   - Ventricular fibrillation (V-fib)
   - Asystole
   - First degree AV block
   - Second degree AV block
   - Third degree AV block
   - Paroxysmal Supraventricular Tachycardia (PSVT)

5. Demonstrate correct ECG lead placement.

6. Identify ST segment elevation.

TEACHING METHOD:	Skills Lab/Virtual/ Voice-over PowerPoint/Online Video recording
EVALUATION METHOD:	Demonstration (Live)
REQUIRED READING:	Hinkle, et. al., Medical-Surgical Nursing, Chapter 25 pp 695-699 and Chart 25-5 Nursing Research Profile
RECOMMENDED READING:	Introduction to Dysrhythmia Recognition (Self-study module) – in library

AMBULATORY CARE FORMAL TEACHING - RUBRIC

Student name(s): _____ Date: _____

All criteria must be met to receive a satisfactory grade.

CRITERIA	UNSATISFACTORY	SATISFACTORY
Client learning objectives	□ Lists learning objectives inappropriate to target audience □ Does not use objective terms	□ States 3 client learning objectives appropriate for the target audience □ Uses objective terms
Teaching strategies	□ Teaching strategies not appropriate for target audience □ No teaching aid used in presentation □ Teaching aid(s) inappropriate for the target audience □ Teaching aid(s) utilized	□ Teaching strategies selected with careful consideration of target audience □ Teaching aid(s) selected is/are appropriate for the target audience □ Teaching aid(s) selected
Evaluation tool	□ Evaluation tool is not based upon objectives	□ Evaluation tool is based upon objectives
Presentation	□ Presentation is disorganized □ Presentation does not engage the audience	□ Presentation is well organized □ Presentation engaged the audience □ Presentation delivered within set time frame

NOTE:
This assignment must be completed and submitted by the date established by the instructor. Incomplete assignments will not be graded and result in an unsatisfactory grade.
Assignments submitted after the due date will not be accepted and result in an unsatisfactory grade. An unsatisfactory in any evaluation criteria of the assignment will result in an unsatisfactory grade. An unsatisfactory grade for this assignment will result in an unsatisfactory grade in N233L

COMMENTS:

Instructor:_____ Date:_____

Pass Point Clinical Competency

Competency Category(s):

Nursing Process
Communication
Collaboration Prioritize
Leadership, accountability, and advocacy
Formulating individualized care plans
Education
Awareness of diverse social culture values and beliefs

Purpose:

N243L Pass Point Competency is a computer methodology to evaluate student's Medical/Surgical Nursing theoretical and clinical knowledge. The exam preparation provides multiple outlets for review, quizzing, and practice of nursing skills and concepts. It helps faculty and students pinpoint areas in their learning that may require additional focus. Achieving a satisfactory score will demonstrate that students can apply the theories, concepts, and skills learned.

Objectives:

1. To provide an array of informative data pinpointing the students' exact areas of strength and weakness, allowing them to make subsequent studying more efficient.
2. To identify the student's ability to reflect a student's zone of proximal development, or area of need.
3. To identify the true state of the student's demonstrated current knowledge and help build on it.
4. To provide the opportunity for students to use different cognitive processes through Blooms Taxonomy style questions.

Computer Adaptative Competency:

The exam is considered mandatory and part of the N233L Clinical Conference course. The exam will have a combination of the following types of questions: multiple choice, matching and fill-in blanks, drop and drag. We suggest students review all previously learned content both in theory and in the clinical setting. Students are responsible for knowing nursing responsibilities for medical diagnosis, laboratory results, medications, and diagnostics. The students should recognize cues, analyze cues, prioritize problems, desired outcome, and interventions, and evaluate outcomes for the client. The length of the exam is 120 questions of a level 7 which is determined by the students' responses.

LAC School of Nursing
N233L: Intermediate Medical/Surgical & Psychiatric Nursing - FALL 2022

Student: _____ **Class: SPRING 2023- 1**

Faculty: _____ Date: _____ Rotation: Grade: ☐Satisfactory ☐Unsatisfactory
Faculty: _____ Date: _____ Rotation: Grade: ☐Satisfactory ☐Unsatisfactory
Faculty: _____ Date: _____ Rotation: Grade: ☐Satisfactory ☐Unsatisfactory

Midterm:☐ Satisfactory ☐ Unsatisfactory ☐ Needs Improvement **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.

Clinical Performance Evaluation Tool

Clinical Course

Core Competencies	Midterm				Final	
	S	NI	U	N/A	S	U
1. **Patient-Centered Care**: 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. **(Course Objectives 1, 2, 5 & 6)**						
a. Completes an individualized problem-based nursing care plan utilizing the nursing process and comprehensive assessment skills in Medical Surgical (MedSurg) rotation						
b. Documents appropriately on all MedSurg clients						
c. Conducts an observed comprehensive physical assessment on a client in MedSurg within the first 2 weeks of rotation						
d. Provides care of up to 3 patients in MedSurg						
e. Completes a Pass Point Clinical Competency						
f. Submits a Clinical Worksheet by 0700 the first 2 weeks of MedSurg rotation (Tuesday's clinical worksheet must be submitted Tuesday at 0700). After the first 2 weeks, you may be progressed by your instructor to a concept map.						
g. Maintains a written account of at least 20 Informal Teaching Sessions in Ambulatory Care rotation						
h. Completes a Process Recording in psychiatric (psych) setting						
i. Demonstrates sociocultural sensitivity in providing patient care in: Med-Surg						
Ambulatory						
Psych						

Core Competencies	Midterm				Final	
	S	NI	U	N/A	S	U
2. **Teamwork and Collaboration**: Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect and shared decision making to achieve quality patient care. **(Course Objectives 1, 2, 3 &**						
a. Utilizes therapeutic communication skills (verbally, non-verbally, and though EHR documentation) with patients, family, and health care team members in: Med-Surg						
Ambulatory						
Psych						
b. Presents a Case Study of an assigned Psychiatric Disorder with a peer group						
c. Collaborates with or researches a NAMI (National Alliance of Mental Illness) Chapter or the website during the Psych rotation						
d. Discusses the communication process and dynamics of a NAMI meeting in Psych						
e. Completes an Interdisciplinary Collaboration Sheet in Psych						
f. Conducts a Cultural Interview with a client in MedSurg or Ambulatory setting						
3. **Evidence-Based Practice**: Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health. **(Course Objective 1 & 6)**						
a. Utilizes evidence-based literatures and practice in written assignments, nursing care plans and clinical activities while in MedSurg rotation						
b. Presents client's psych medication research for a medication post conference						
c. Presents a Formal Teaching Project utilizing an evidence-based practice visual aid while in Ambulatory Care						
4. **Quality Improvement**: 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. **(Course Objective 4)**						
a. Provides care in a timely and effective manner while in MedSurg						
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 in: MedSurg						
Ambulatory						
Psych						
c. Values own contributions to outcomes of care while in: MedSurg						
Ambulatory						
Psych						
5. **Safety**: Minimize risk of harm to patients and providers through both systems effectiveness and individual performance. **(Course Objectives**						
a. Demonstrates knowledge, skills and attitudes in provision of quality and safe care of all assigned clients during: MedSurg						
Ambulatory						
Psych						

Core Competencies	Midterm				Final	
	S	NI	U	N/A	S	U
b. Demonstrates competency in a skills practicum						
c. Implements strategies discussed in psych lectures to reduce risk of harm to self or others in:						
MedSurg						
Ambulatory						
Psych						
d. Provides a Reflection Paper on patient care safety and improvement in						
e. Demonstrates safe, timely administration of medications with verbalization of pharmacologic implications and considerations to assigned patient(s) in MedSurg						
6. **Informatics**: Use information and technology to communicate, manage knowledge, mitigate error, and support decision-making. **(Course Objective 1 & 4)**						
a. Documents clear and concise assessment and responses to care in the electronic health record in MedSurg						
b. Examines an assigned film online in Psych and submits a summary						
c. Protects confidentiality of electronic health records and adheres to HIPAA while in :						
MedSurg						
Ambulatory						
Psych						
d. Participates in vSims and/or live simulations						
7. **Professionalism**: Demonstrate professional behavior towards patients, families, inter-professional team members, faculty, and fellow students. **(Course**						
a. Maintains professional behavior and appearance in Psych						
b. Researches the LAC Superior Mental Health Court while in Psych						
c. Maintains a weekly diary of Ambulatory Care activities						
d. Arrives to each clinical site at assigned times prepared to receive report and perform patient care						
MedSurg						
Ambulatory						
Psych						
e. Accountable for absences not to exceed 3 clinical days for entire semester (1 per each rotation) and 2 for clinical conferences.						
f. Accountable for punctual clinical experiences with no more than 4 tardies for entire semester (1 per each rotation and 1 for clinical conferences)						

Methods of Evaluation	Satisfactory	Unsatisfactory
Drug Dosage Calculation Competency	☐	☐
Pass Point Clinical Competency	☐	☐
Skills Competency	☐	☐
All written assignments for each rotation:		
MedSurg	☐	☐
Ambulatory	☐	☐
Psych	☐	☐

Attendance Summary	**Midterm**			**Final**		
Rotation	**Number and dates of Absences**	**Number and dates of Tardies**	**Student Signature**	**Number and dates of Absences**	**Num ber and**	**Student Signature**
Medical Surgical:						
Psychiatric Care:						
Ambulatory Care:						

Clinical Course

MIDTERM Evaluation Summary

	Rotation: Medical/Surgical Care	**Rotation: Ambulatory Care**	**Rotation: Psychiatric Care**
Faculty Comment: **(Address strengths and opportunities for improvement)** **Plans for improvement** **(Required for any "Needs Improvement" and "Unsatisfactory" areas** **Signature/date**			
Student Comment: **Plans for improvement** **Signature/date**			

FINAL Rotation Summary

Rotation: MEDICAL/SURGICAL CARE	
Faculty Comment: Signature / Date:	Student Comment: Signature / Date:

Rotation: AMBULATORY CARE		**Rotation: PSYCHIATRIC CARE**	
Faculty Comment: Signature / Date:	Student Comment: Signature / Date:	Faculty Comment: Signature / Date:	Student Comment: Signature / Date: