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

Nursing 243L

ADVANCED MEDICAL/SURGICAL & GERONTOLOGICAL NURSING CLINICAL

Fall 2022

COURSE TITLE:	**N243L - ADVANCED MEDICAL/SURGICAL & GERONTOLOGICAL NURSING CLINICAL**
PRE-REQUISITES	Completion of Semester 3
UNITS:	6 Units
HOURS:	18 hours per week
LENGTH:	18 weeks
PLACEMENT:	Year II, Semester 4
CONCURRENCY:	All nursing courses within a semester must be taken concurrently.
COURSE DESCRIPTION:	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.

COURSE OBJECTIVES:

Upon satisfactory completion of the course, the student will:

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.

2. Analyze nursing informatics to communicate strategies that are utilized by the nurse as a leader and manager of patient-centered care.

3. Collaborate as a member of the inter-professional healthcare team to promote and maintain client-centered care.

4. Analyze the impact of leadership accountability and progress in professional growth.

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.

6. Analyze a variety of teaching strategies utilizing evidence based practice in acute and community settings.

7. Analyze leadership styles that demonstrate and value sensitivity to a diverse multicultural staff and client population.

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
PowerPoint presentation
Discussion (e.g. briefing, debriefing, clinical lab discussions, OR, Ventilators, Delegation)

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. Computer Testing: NLN Comprehensive Exam
9. 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* (14th ed.). Philadelphia, PA: Wolters Kluwer

Marquis, B. & Huston, C. (2021). *Leadership roles and management functions in nursing: Theory and application.* (10th 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. (2020). *Psychiatric mental health nursing: Concepts of care in evidence-based practice* (10th ed.). Philadelphia: F.A. Davis.

N243L WRITTEN 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
Learning Objectives:	N243L Clinical Written Competency is designed to evaluate student's Advanced Medical/Surgical Nursing Theoretical and clinical knowledge in meeting the seven (7) End of Program Student Learning Outcomes. The clinical competency exam is a comprehensive case study exam set to mirror a real nursing environment with the Medical-Surgical and Nursing Role content that tests a student's clinical judgement, ability to apply the skills, and knowledge acquired throughout the program in an immediate, unplanned method. Passing the case study exam will demonstrate that you can apply the theories, concepts, and skills learned during the entire program. The exam is considered a mandatory clinical day. The exam will have a combination of the following types of questions: multiple choice, essay, true/false, matching and fill-in blanks. We suggest students review all previous 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.
Written Competency:	**Will be administered covering medical surgical and leadership-management clinical scenarios** Students will be given 180 minutes to complete the competency exam Passing score is > 70% or greater Only two attempts are allowed. If a student is unsuccessful in passing the written competency, it will result in an unsatisfactory grade in the course.

CRITERIA	% of Exam
EOPSLO # 1 **Nursing Process** Applying the nursing process when safely caring for clients across the health-illness continuum throughout the life span in a variety of healthcare settings • Analyzes the nursing process in the medical-surgical, acute care, and geriatric community setting • Values active partnership with patients planning, implementation, and evaluation of care • Provides patient-centered care with sensitivity and respect for the diversity of human experience in acute, long-term and community settings.	35%
EOPSLO # 2 **Communication** Communicating effectively and appropriately when interacting with individuals, families, groups, communities, colleagues, and other healthcare disciplines to achieve optimal health outcomes. • Communicates observations or concerns • Functions effectively within nursing and foster open communication, mutual respect, and shared decision making in a professional manner • Analyzes the effectiveness of communication styles among patients, families and healthcare members • Analyzes the effectiveness of communication styles among patients, families, a healthcare and student team members	10%
Collaboration Collaborating with individuals, groups, communities, colleagues and other health care disciplines to achieve optimal health outcomes in a cost-effective manner • Solicits input from team members to improve individual, as well as team performance • Recognizes that nursing and other healthcare professions are part of care and care processes that affect outcomes for patients and families.	10%

EOPSLO # 4 **Accountability** Demonstrates leadership accountability, and advocacy • Analyzes scope of practice and roles of the healthcare team • Analyzes roles and accountability of team members/team leader • Analyzes actions to resolve conflict • Analyze the effectiveness nursing role responsibilities in providing safe care for a group of patients	15%
EOPSLO # 5 Formulating individualized client care plans using critical thinking skills • Analyzes the effectiveness of evidence-based interventions incorporated in the provision of patient center care • Analyzes the rationale for approaches to care that results in less-then desired outcomes or adverse events	10%
EOPSLO # 6 **Education** • Integrate best current evidence with clinical expertise and patient/ family preferences and values for delivery of optimal health. • Evaluate evidence-based literature and integrates into practice	10%
EOPSLO # 7 **Social Cultural** Demonstrates awareness and respect for diverse social -cultural values and beliefs •Analyzes leadership styles that demonstrate and value sensitivity to a diverse population	10%
TOTAL	100%

N243L NATIONAL LEAGUE OF NURSING (NLN) COMPREHENSIVE EXAM 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

Learning Objectives:

N243L NLN Comprehensive Exam purpose is to evaluate student competence and range of knowledge of a graduate nurse and to predict student's success on the NCLEX. It enables the faculty helps faculty and students' pinpoint areas in their learning that may require additional focus.

Purpose:

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.

Computerized Exam:

The exam is considered mandatory and part of a clinical lab. The exam test student knowledge of essential nursing and medical care concepts covered in there medical-surgical and leadership courses throughout the nursing program. The exam consists of a combination of the following types of questions: multiple choice, multiple response, ranking matching and fill-in blanks, drop and drag (hot spots).

Students will be tested 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 approximately 120-160 questions

If a student does not meet the predetermine benchmark scores, a remediation plan is recommended for student success. Students are required to develop and complete a remediation plan that incorporates a review plan.

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 be prepared the day of 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

LAC School of Nursing
N243L - Advanced Medical/Surgical & Gerontological Nursing

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 expecte 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
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 respe for patient's preferences, values and needs. **(Course Objectives 1, 6 & 7)**						
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.						
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 2 & 3)**						
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.						

b. Analyzes roles and accountabilities of team members/team leader. -Assignment making.						
c. Analyzes the effectiveness of communication styles among patients, families, an 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. **Evidence-Based Practice**: Integrate best current evidence with clinical expertise an patient/ family preferences and values for delivery of optimal health. **(Course Objective 6)**						
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. **Quality Improvement**: Use data to monitor the outcomes of care processes and us improvement methods to design and test changes to continuously improve the quality and safety of health care systems. **(Course Objective 4)**						
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 o 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. **Safety**: Minimize risk of harm to patients and providers through both systems effectiveness and individual performance. **(Course Objectives 1 & 5)**						

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.						
Core Competencies	**Midterm**				Final	
	S	**NI**	U	N/A	S	U
6. **Informatics**: Use information and technology to communicate, manage knowledge, mitigate error, and support decision-making. **(Course Objective 2)**						
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.						
7. **Professionalism**: Analyzes professional behavior towards patients, families, inter-professional team members, faculty, and fellow students. **(Course Objectives 2 & 4)**						
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.						
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 ***(clinical worksheet, concept map, etc.)*** 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 ***(according to course expectations)*** 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	☐	☐
Medical/Surgical NCP	☐	☐
Operating Room Orientation	☐	☐
Geriatric NCP/ Windshield Survey	☐	☐
Resume/Cover Letter/Career Map	☐	☐
Team Leading Summary	☐	☐
Health Fair	☐	☐
Conflict Resolution Assignment	☐	☐
Acute Care Worksheet	☐	☐
Operating Room Summary	☐	☐
Clinical Competency • Written Competency • Computer Testing: NLN	☐	☐
Geriatric Political/Societal Issue Discussion	☐	☐

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

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):

Plan for improvement (Required for any "Unsatisfactory" competencies):

Student Comments:

Student Signature: _____ Date: _____

Faculty Signature: _____ Date: _____