



Western Technical College

## 10543111 Nursing Intermediate Clinical Practice

### Course Outcome Summary

#### Course Information

<b>Description</b>	This intermediate level clinical course develops the RN role when working with clients with complex health care needs. A focus of the course is developing skills needed for managing multiple clients across the lifespan and priorities. Using the nursing process, students will gain experience in adapting nursing practice to meet the needs of clients with diverse needs and backgrounds.
<b>Career Cluster</b>	Health Science
<b>Instructional Level</b>	Associate Degree Courses
<b>Total Credits</b>	3
<b>Total Hours</b>	162

#### Pre/Corequisites

Pre/Corequisite 10543112 Nursing Advanced Skills

#### Textbooks

*Medical-Surgical Nursing: Concepts for Interprofessional Collaborative Care Volume 1 & 2*. 10th Edition. Copyright 2021. Ignatavicius, Donna D, M. Linda Workman, and Cherie Rebar. Publisher: Elsevier Science. **ISBN-13:** 978-0-323-61241-8. Required. (This book is part of a Western bundle package.)

*Varcarolis' Foundations of Psychiatric Mental Health Nursing*. 9th Edition. Copyright 2021. Halter, Margaret Jordan. Publisher: Elsevier Science. **ISBN-13:** 978-0-323-69707-1. Required. (This book is part of a Western bundle package.)

*Fundamentals of Nursing – with Access*. 11th Edition. Copyright 2023. Potter, Patricia A., Anne Griffin Perry, Patricia Stockert, and Amy Hall. Publisher: Elsevier Science. **ISBN-13:** 978-0-323-81034-0. Required. (This book is part of a Western bundle package.)

*Laboratory and Diagnostic Tests with Nursing Implications*. 10th Edition. Copyright 2018. Kee, Joyce LeFever. Publisher: Pearson. **ISBN-13:**978-0-13-470446-3. Required.

*Maternal-Child Nursing*. 6th Edition. Copyright 2022. McKinney, Emily Slone, Sharon Smith Murray, Susan R. James, and Jean Ashwill. Publisher: Elsevier Science. **ISBN-13:** 978-0-323-69788-0. Required. (This book is part of a Western bundle package.)

*Nursing Diagnosis Handbook – With Access*. 13th Edition. Copyright 2023. Ackley, Betty J, Gail B. Ladwig, Mary Beth Flynn Makic, Marina Martinez-Kratz, and Melody Zanotti. Publisher: Elsevier Science. **ISBN-13:** 978-0-323-77683-7. Required. (This book is part of a Western bundle package.)

*Davis's Drug Guide for Nurses – With Access*. 18th Edition. Copyright 2021. Vallerand, April Hazard and Cynthia A. Sanoski. Publisher: F.A. Davis Co. **ISBN-13:** 978-1-71964-640-6. Required.

*HESI Package (Dosage Calculation Online, Practice and Proctored Assessment Unlimited, HESI Case Studies, EAQ for NCLEX, 3 Day Review Course)*. Publisher: Elsevier Science. Required.

*Simulation Learning System for RN 2.0*. Copyright 2015. Publisher: Elsevier Science. **ISBN-13:** 978-0-323-35619-0. Required. (This book is part of a Western bundle package.)

## Learner Supplies

Uniform: Cherokee Red Scrub Top, Black Scrub Pants (Approx. \$60) (Optional Cherokee Red Jacket).  
**Vendor:** To be discussed in class. Required.

Red Western Program Patch. **Vendor:** eCampus <https://westerntc.ecampus.com>. Required.

543-104 Nursing Introduction to Clinical Practice Med Cards. Copyright 2023. **Vendor:** eCampus <https://westerntc.ecampus.com>. Required.

## Success Abilities

1. Cultivate Passion: Enhance Personal Connections
2. Cultivate Passion: Expand a Growth-Mindset
3. Cultivate Passion: Increase Self-Awareness
4. Live Responsibly: Foster Accountability
5. Refine Professionalism: Improve Critical Thinking
6. Refine Professionalism: Participate Collaboratively

## High Impact Practices

1. **Learning Community:** these courses are designed to enhance your learning experience in which a cohort of peers complete two or more courses that are linked through projects, themes, or program emphasis.
2. **Technology-Enhanced Learning:** this course will incorporate digital technologies like gamification, virtual reality experiences, or simulations. In addition, you will create technology-enhanced products such as ePortfolios, multimedia presentations, or other e-products to showcase your learning.
3. **Work-Based Learning:** this course applies your learning to your desired profession by working in industry placements such as internships, practicums, clinicals, or co-ops.

## **Program Outcomes**

1. Integrate professional nursing identity reflecting integrity, responsibility, and nursing
2. Communicate comprehensive information using multiple sources in nursing practice
3. Integrate theoretical knowledge to support decision making
4. Integrate the nursing process into patient care across diverse populations
5. Function as a healthcare team member to provide safe and effective care

## **Course Competencies**

### **1. Integrate professional nursing identity reflecting integrity, responsibility, and nursing standards**

#### **Assessment Strategies**

- 1.1. Oral, Written and/or Skill Assessment

#### **Criteria**

*You will know you are successful when you*

- 1.1. incorporate agency and school policies, state laws, industry standards and the ethical frameworks of nursing
- 1.2. support client rights and treat all individuals with dignity and respect
- 1.3. differentiate professional behaviors
- 1.4. compare and contrast responsibility and accountability for learning and client care

#### **Learning Objectives**

- 1.a. Comply with agency and school policies, state laws and industry standards
- 1.b. Treat all individuals with dignity and respect
- 1.c. Protect patient rights (privacy, autonomy, confidentiality)
- 1.d. Practice within the legal and ethical frameworks of nursing
- 1.e. Demonstrate professional behaviors (attendance, appearance, honesty, attitude, acceptance of feedback, punctuality, boundaries, self-reflection etc.)
- 1.f. Accept responsibility and accountability for learning and patient care
- 1.g. Recognize and report practices inconsistent with evidence-based standards, policies and procedures
- 1.h. Provide fiscally responsible care
- 1.i. Advocate for patients, families and caregivers

### **2. Communicate comprehensive information using multiple sources in nursing practice**

#### **Assessment Strategies**

- 2.1. Oral, Written and/or Skill Assessment

#### **Criteria**

*You will know you are successful when you*

- 2.1. initiate appropriate verbal, non-verbal, and therapeutic communication strategies in increasing complex client situations
- 2.2. evaluate effectiveness of communication strategies for clients based on clients' age, developmental

- level, disability and/or culture and team characteristics
- 2.3. incorporate information from health record and a variety of professional sources to manage care of multiple clients with complex needs
- 2.4. provide accurate, concise, and complete information to clients, families, peers, instructor, and health care team in basic and complex health situations
- 2.5. document complete, accurate, concise information in a timely manner using electronic or agency standard documentation systems
- 2.6. integrate appropriate terminology, spelling, and grammar in all communications

#### **Learning Objectives**

- 2.a. Examine how issues of trust, self-awareness, and appropriate boundaries can facilitate or block the development of a therapeutic relationship.
- 2.b. Identify ways to modify communication techniques based on age, culture, disability, physiological deficits, and developmental level.
- 2.c. Support accurate and complete documentation for quality of care and reimbursement.
- 2.d. Validate effective verbal and non-verbal therapeutic communication techniques.
- 2.e. Incorporate therapeutic communication skills that support the client and family when making healthcare decisions
- 2.f. Support correct grammar, spelling, and terminology in oral and written communications
- 2.g. Explain how to apply principles of teaching and learning with patients who have complex health care needs.

### **3. Integrate theoretical knowledge to support decision making**

#### **Assessment Strategies**

- 3.1. Oral, Written and/or Skill Assessment

#### **Criteria**

*You will know you are successful when you*

- 3.1. incorporate theoretical and evidence-based information to support clinical decisions
- 3.2. develop an inquisitive approach while analyzing information
- 3.3. analyze data to monitor the outcome of care process(es) in quality improvement
- 3.4. compare pathophysiology of disease(s) to clients' assessment findings, medications, laboratory and diagnostic test results, medical and nursing interventions

#### **Learning Objectives**

- 3.a. Incorporate nursing theory and evidence based practice to the clinical setting to improve safety and patient outcomes.
- 3.b. Integrate modifications in nursing care for patients of various ages, cultures, and beliefs.
- 3.c. Identify best practices for safe medication delivery, including patient teaching.
- 3.d. Develop adaptability to new approaches, ideas, and best practices.
- 3.e. Compare factors that determine prioritization of assessments in stable and unstable clinical situations.
- 3.f. Compile essential information that must be available in a common database to support patient care.
- 3.g. Compare how technology and information management are related to the quality and safety of patient care.
- 3.h. Support the importance of patient confidentiality in the clinical setting.
- 3.i. Explore the use of technology to obtain information for evidence-based practice to enhance patient care.
- 3.j. Use electronic medical record systems at assigned clinical settings to document patient information per agency protocols
- 3.k. Document complete, accurate, pertinent information in a timely manner using electronic or agency standard documentation systems
- 3.l. Utilize evidence-based practice from professional sources to assist in providing safe patient care
- 3.m. Adhere to security measures to protect confidentiality of all health information
- 3.n. Use technology to provide quality safe patient care

### **4. Integrate the nursing process into client care across diverse populations**

#### **Assessment Strategies**

- 4.1. Oral, Written and/or Skill Assessment

#### **Criteria**

*You will know you are successful when you*

- 4.1. perform focused assessment based on prioritization of individual client needs
- 4.2. explain relevant data, etiologies and provide suggestions to the healthcare team
- 4.3. prioritize client problems for development of an individualized plan of care
- 4.4. prioritize nursing interventions for clients, validating complex decisions with supervision
- 4.5. evaluate achievement of client outcomes, effectiveness of plan of care and make suggestions for revisions

#### **Learning Objectives**

- 4.a. Validate adaptations in nursing care based on the changing needs of patients.
- 4.b. Choose pertinent data to support the plan of care of assigned patients.
- 4.c. Specify variables that influence the efficiency, effectiveness, and timeliness of care provided by the nurse.
- 4.d. Apply organizational skills needed to modify nursing care priorities in an acute and complex patient situation.
- 4.e. Employ methods to efficiently maintain communication with staff and instructor about changes in patient status and modifications of care.
- 4.f. Determine nursing responsibilities related to RN delegation that is established by the nurse practice act and agency job descriptions.
- 4.g. Describe the use of the nursing process to prioritize a teaching plan.
- 4.h. Practice critical thinking skills by incorporating nursing theory into data collection and patient assessments.

### **5. Function as a healthcare team member to provide safe and effective care**

#### **Assessment Strategies**

- 5.1. Oral, Written and/or Skill Assessment

#### **Criteria**

*You will know you are successful when you*

- 5.1. identify and evaluate actions in response to safety concerns
- 5.2. collaborate with the interdisciplinary team for problem-solving and decision making
- 5.3. plan and implement care for complex client needs
- 5.4. use principles of delegation to address needs of complex clients

#### **Learning Objectives**

- 5.a. Explore the role of the nurse as an advocate for patients with complex health care needs.
- 5.b. Incorporate safety principles related to medication administration for patients.
- 5.c. Assess characteristics of a physiologically and psychologically safe environment.
- 5.d. Integrate communication strategies to ensure a safe environment for patient care.
- 5.e. Create strategies to optimize time management skills in caring for multiple acute care patients.
- 5.f. Apply the role of the nurse as an advocate for patients of all ages with health care needs.
- 5.g. Assess the principles of assertive communication within the healthcare team.
- 5.h. Critique the characteristics of an effective group member.
- 5.i. Support evidence-based practice and sustainability while utilizing available resources in the health care system.
- 5.j. Validate the delegation of nursing tasks and associated legal implications.