A. COURSE DESCRIPTION

Credits: 5
Lecture Hours/Week: 0
Lab Hours/Week: 0
OJT Hours/Week: 15

Prerequisites:
This course requires all five of these prerequisite categories
1. One of these two groups
   1. Both of these groups
      1. One of these two
         BIOL 1416 - Essentials of Anatomy and Physiology
         BIOL 1419 - Human Anatomy and Physiology II
         And
         2. PNSG 1100 - Medical Terminology (Minimum grade: 2.0 GPA Equivalent and Number of Years Valid: 3)
         Or
         2. MEDS 1620 - Medical Terminology I (Number of Years Valid: 5)
         And
         2. PNSG 1105 - Fundamentals of Nursing (Minimum grade: 2.0 GPA Equivalent and Number of Years Valid: 3)
         And
         3. PNSG 1110 - Pharmacology (Minimum grade: 2.0 GPA Equivalent and Number of Years Valid: 3)
         And
         4. PNSG 1115 - Geriatric Nursing (Minimum grade: 2.0 GPA Equivalent and Number of Years Valid: 3)
         And
         5. PNSG 1120 - Clinical I (Minimum grade: 2.0 GPA Equivalent and Number of Years Valid: 3)

Corequisites: None
MnTC Goals: None

Clinical 2 provides the student an opportunity to apply the QSEN/NLN apprenticeships of skills/practice know-how by demonstrating nursing judgment using evidence-based care to implement safe, patient/relationship-centered care to patients across the lifespan. The clinical student develops the lifelong apprenticeship of "attitude/ethical comportment" by reflecting on the value of patient centered care, teamwork and collaboration, informatics, quality improvement, safety, leadership skills, and nursing judgment/evidence-based care in their career as a LPN. Prerequisite(s): Successful completion of PNSG: 1100, 1105, 1110, 1115, and 1120

B. COURSE EFFECTIVE DATES: 08/25/2014 - Present
C. OUTLINE OF MAJOR CONTENT AREAS

1. Teamwork and Collaboration: Effective communication skills, teamwork, conflict, documentation responsibilities.
3. Quality Improvement: Methods, customer service, cost effectiveness.
4. Professional Identity and Behavior: Personal integrity, professional behaviors including boundaries, lifelong learning, ethical, legal, and regulatory framework, scope of practice.
5. Patient/Relationship Centered Care: Effective therapeutic communication, plans of care, cultural sensitivity, reinforcing patient learning needs.
6. Nursing Judgement/Evidenced-Based Care: Prioritization, nursing interventions, patient responses, reporting data.
7. Managing Care: Management skills of acute care patient.

D. LEARNING OUTCOMES (General)

1. Value the importance of communication skills and reporting staff conflict when working with team members (Teamwork and Collaboration SLO)
2. Analyze the importance of providing safe nursing practice, and following the national patient safety goals. (Safety SLO)
3. Analyze approaches to patient satisfaction and effective use of resources in the delivery of patient care (Quality Improvement SLO)
4. Examine personal integrity, professional behaviors and boundaries within the scope of nursing practice. (Professional Identity and Behavior SLO)
5. Provide health care information while considering the patient’s culture, experience, and knowledge of his/her own health. (Patient/Relationship Centered Care SLO)
6. Use nursing judgment to select interventions, prioritize actions, monitor responses and report changes to the appropriate health care provider. (Nursing Judgment/Evidence Based Care SLO)
7. Assign nursing tasks/activities to other LPN’s and assign and monitor nursing tasks/activities to UAPs to achieve patient care goals. (Managing Care SLO)
8. Examine confidentiality and the ramifications associated with accurate documentation of patient care. (Informatics SLO)

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted