

Merced College
Registered Nursing 34:
Advanced Medical/Surgical Nursing and
Pediatric Nursing

Course Description, Student Learning
Outcomes and Competencies, Clinical
Evaluation Tool, and Clinical Activities
Portfolio

Prepared by

Linda Caputi, MSN, EdD, RN, ANEF, CNE

June, 2012

Course Student Learning Outcomes and Competencies

The following course student learning outcomes and competencies represent the overall behaviors the student is to accomplish by the end of the course. They will build throughout the program to culminate in the program student learning outcomes and competencies. The individual weekly units taught in the classroom specify the specific content to be taught. As that content is taught it should be connected to the course student learning outcomes and competencies; this puts the weekly “lesson” content into the bigger perspective of your curriculum structure. The same is true for the clinical experience. Therefore, the clinical evaluation tool (CET) is developed based on these course student learning outcomes and competencies. Included with the CET are clinical activities for each competency that provide students an opportunity to demonstrate their ability to achieve that particular competency. This provides validity to the CET. Grading rubrics are used for each activity so all faculty are grading students using the same criteria and all students are aware of the criteria used to grade them. This provides reliability to the CET. Grading rubrics are included, but faculty should review these and revise if they believe the expected level of behaviors should be higher or lower than indicated.

Students keep all the activities for the course in a 3-ring binder known as a clinical activity portfolio. Each of the 6 course outcomes can be divided into sections with a page divider then all the activities for the competencies for each of the outcomes are contained in the section for each that outcome. Some of the activities may be completed as students provide traditional patient care. However, some of them may be carried out as the only assignment for the day. Often two students work together on an activity then discuss their findings in postconference.

It is most helpful to complete these clinical activities during clinical time with feedback from the faculty during clinical time. This promotes active learning in the context of the environment and the patient. Students can be asked to correct any errors

while still in the environment where the information resides and with the faculty available for feedback and discussion.

Please feel free to add, delete, or revise any of the clinical portfolio activities.

Nursing 34: Advanced Medical/Surgical Nursing and Pediatric Nursing

Registered Nursing 34 builds on REGN-24, focusing on complex medical/surgical conditions of the adult patient and common pediatric conditions. Builds on nursing theory, communication, collaboration, and critical thinking skills necessary for safe, patient-centered nursing care to developmentally and culturally diverse adult and pediatric patient populations. Incorporates best practices, professional standards, and legal and ethical responsibilities of the professional nurse as applied in the acute care and pediatric settings. Includes acquisition of nursing skills required in the acute care and pediatric settings. Application of knowledge and skills occurs in the nursing skills laboratory and clinical settings.

Registered Nursing 34 Course Outcomes

1. Apply medical/surgical nursing concepts to plan patient-centered, evidence-based care to pediatric patients and patients with complex medical/surgical conditions taking into consideration individual differences, developmental level, and culture.
2. Engage in collaboration with members of the interdisciplinary team when caring for pediatric patients and patients with complex medical/surgical conditions.
3. Demonstrate critical thinking and clinical reasoning when addressing patient care issues for pediatric patients and patients with complex medical/surgical conditions.
4. Differentiate various roles of leadership and how they impact patient care and quality improvement for pediatric patients and patients with complex medical/surgical conditions.
5. Demonstrate ways information technology can be used to increase safety and quality when caring for pediatric patients and patients with complex medical/surgical conditions.
6. Interpret ways in which professional standards of legal and ethical conduct are required for safe, quality care of pediatric patients and patients with complex medical/surgical conditions.

Course Outcomes and Competencies

1. Apply medical/surgical and pediatric nursing concepts to plan patient-centered, evidence-based care to pediatric patients and patients with complex medical/surgical conditions taking into consideration individual differences, developmental level, and culture.
- Relate physiological processes that require medical/surgical interventions to nursing care for adult and pediatric patients.

- Apply medical/surgical nursing concepts to plan compassionate, patient-centered, evidence-based care taking individual differences including growth and developmental stages into consideration.
 - Conduct a comprehensive and focused physical, behavioral, psychological, spiritual assessment of pediatric patients and patients with complex medical/surgical conditions, eliciting patient values, experiences, and expressed needs.
 - Plan holistic, patient-centered care that reflects psychosocial integrity, physiological integrity, and health promotion and maintenance for pediatric patients and patients with complex medical/surgical conditions within a variety of healthcare systems.
 - Perform psychomotor skills for the efficient, safe, and compassionate delivery of nursing care to pediatric patients and patients with complex medical/surgical conditions.
 - Deliver care within expected timeframe.
 - Monitor patient outcomes, including interpretation of assessment data and appropriate follow-up, to evaluate the effectiveness of nursing interventions for pediatric patients and patients with complex medical/surgical conditions.
 - Analyze the clinical microsystem of the medical-surgical and pediatric units.
 - Apply quality measures when evaluating effects of medical-surgical and pediatric nursing interventions appropriate to the care environment.
 - Create a culture of caring for the patient and the patient's support network.
 - Communicate effectively with the patient and the patient's support network.
 - Communicate effectively when reporting care provided and evaluation data including appropriate handoff reports.
 - Evaluate own level of communication skills in encounters with patients, families, children, and other healthcare providers.
 - Employ patient teaching that reflects developmental stage, age, culture, spirituality, patient preferences, and level of health literacy for pediatric patients and patients with complex medical/surgical conditions.
 - Evaluate effectiveness of patient teaching to pediatric and adult patients and families experiencing high-acuity medical/surgical interventions.
 - Plan, implement, and evaluate evidence-based care based on the components of research evidence, clinical expertise, and patient/family values.
2. Engage in collaboration with members of the interdisciplinary team when caring for pediatric patients and patients with complex medical/surgical conditions.
- Use effective communication techniques that produce positive professional working relations in the medical-surgical and pediatric environments when caring for pediatric patients and patients with complex medical/surgical conditions.
 - Interact with members of the healthcare team to plan patient care based on patient values, preferences, and expressed needs for pediatric patients and patients with complex medical/surgical conditions.
 - Collaborate with the patient, the patient's support network, and other members of the healthcare team to evaluate progress toward achievement of outcomes.

- Analyze the nurse's role in decision making related to pediatric patients and patients with complex medical/surgical conditions.
 - Examine examples of conflict on the medical/surgical and pediatric units and describe possible resolutions.
 - Incorporate own role as a member of the interdisciplinary healthcare team when working with pediatric patients and patients with complex medical/surgical conditions.
 - Relate ways the interdisciplinary team functioning impacts safety and quality improvement for pediatric patients and patients with complex medical/surgical conditions.
3. Demonstrate critical thinking and clinical reasoning when addressing patient care issues for pediatric patients and patients with complex medical/surgical conditions.
 - Apply critical thinking/clinical reasoning skills when planning patient care and working with pediatric patients and patients with complex medical/surgical conditions.
 - Demonstrate ambiguity and unpredictability when caring for pediatric patients and patients with complex medical/surgical conditions.
 - Interpret and correctly implement physician and inter-professional orders for pediatric patients and patients with complex medical/surgical conditions.
 - Anticipate risks and predict and manage potential complications that may occur when caring for pediatric patients and patients with complex medical/surgical conditions.
 - Prioritize patient care activities.
 - Identify gaps between local and best practice.
 - Identify errors and ways to improve the healthcare system.
 4. Differentiate various roles of leadership and how they impact patient care and quality improvement for pediatric patients and patients with complex medical/surgical conditions.
 - Apply the delegation process in the care of pediatric patients and patients with complex medical/surgical conditions.
 - Compare and contrast the differences in the provision of patient care among various pediatric patients and patients with complex medical/surgical conditions.
 - Compare and contrast the nursing leadership and its effect on a medical-surgical and pediatric unit.
 - Adapt the provision of patient care to changing healthcare setting and management system required for the safe care of pediatric patients and patients with complex medical/surgical conditions.
 - Describe the quality improvement processes on a pediatric and medical-surgical unit used to effectively implement patient safety initiatives and monitor performance measures.
 - Apply the National Patient Safety Goals to patients on a pediatric and medical-surgical unit and identify any areas in need of improvement.

5. Demonstrate ways information technology can be used to increase safety and quality when caring for pediatric patients and patients with complex medical/surgical conditions.
 - Maintain organizational and patient confidentiality.
 - Use the clinical information system on the pediatric and medical-surgical unit for safe nursing practice.
 - Analyze the role of information technology in improving patient care outcomes and creating a safe care environment on the pediatric medical-surgical unit.
 - Use high quality electronic sources of healthcare information.

6. Interpret ways in which professional standards of legal and ethical conduct are required for safe, quality care of pediatric patients and patients with complex medical/surgical conditions.
 - Apply rules and regulations that authorize and define professional nursing practice related to the care of pediatric patients and patients with complex medical/surgical conditions and their families.
 - Demonstrate professional standards of moral, ethical, and legal conduct when providing care for pediatric patients and patients with complex medical/surgical conditions and their families.
 - Assume accountability for own behaviors, including a recognition for when to ask for assistance.
 - Practice within the parameters of individual knowledge and experience.