

SAN DIEGO CITY COLLEGE
NURSING EDUCATION 107
ADULT HEALTH NURSING II

CLINICAL PERFORMANCE OBJECTIVES

Upon completion of this unit of study and when assigned a client, the learner will utilize effective critical thinking skills in each clinical situation and function as a:

PROVIDER OF CARE by demonstrating the following competencies:

1.0 Assessment:

- 1.1 Perform a comprehensive nursing assessment based on the client's ability to maintain physiologic and psychosocial integrity utilizing the Basic Needs Assessment Tool
- 1.2 Apply theoretical concepts to the clinical situation by identifying:
 - 1.2.1 unmet needs
 - 1.2.2 knowledge deficits
- 1.3 Identify changes in health status that affect the client's ability to meet needs
- 1.4 Assess significant factors which affect the client's ability to meet needs when experiencing a dysfunction of the oxygenation and circulation systems
- 1.5 Assess significant factors which affect the client's ability to meet needs when experiencing a common fluid/electrolyte and acid/base imbalance
- 1.6 Perform a comprehensive nursing assessment on a minimum of five clients, with at least one client in each of the following categories:
 - 1.6.1 oxygenation dysfunction such as pneumonia, chronic obstructive pulmonary disease, neoplasm, chest trauma, tuberculosis
 - 1.6.2 circulation dysfunction such as congestive heart failure, uncomplicated myocardial infarction, peripheral vascular problems, hypertension, coronary artery disease
 - 1.6.3 fluid/electrolyte or acid/base dysfunction such as hyponatremia, hypernatremia, hypovolemia, hypervolemia
- 1.7 Recognize clients at risk for complications/illnesses due to contributory factors

2.0 Diagnosis:

- 2.1 Identify actual and at risk client problems from an assessment of unmet needs
- 2.2 Select a nursing diagnosis from the accepted North American Nursing Diagnosis Association (NANDA) list, on the basis of analysis and interpretation of data
- 2.3 Identify potential complications associated with the client's medical diagnosis(es)

3.0 Planning:

- 3.1 Participate with the client, family, significant others and members of the health care team to plan outcomes and interventions in commonly occurring illnesses which affect:
 - 3.1.1 respiratory functioning
 - 3.1.2 circulatory functioning
 - 3.1.3 fluid/electrolyte and acid/base functioning
- 3.2 Develop a written plan of care that incorporates data related to the client's physiological, psychological, sociocultural, spiritual and biophysical unmet needs and strengths
 - 3.2.1 formulate individualized client outcomes which are realistic, measurable and contain a target date
 - 3.2.2 select interventions based on knowledge of anatomy and physiology, pathophysiology, growth and development, pharmacology, nutrition, social/behavioral sciences, and nursing theory
- 3.3 Establish priorities for care based on recognition of the client's unmet needs and nursing diagnoses
- 3.4 Select appropriate methods of instruction utilizing standardized or student-designed teaching plans

4.0 Implementation:

- 4.1 Implement the plan of care according to priority of outcomes in response to client needs
- 4.2 Adjust priorities for nursing interventions as a client's situation changes
- 4.3 Provide procedurally safe care by performing assigned skills according to written module/campus lab presentation guidelines, utilizing medical/surgical asepsis and standard precautions
 - 4.3.1 demonstrate at least one sterile procedure, being able to recognize and correct breaks in sterile technique
 - 4.3.2 prepare all medications safely including:
 - 4.3.2.1 accurate dosage calculations
 - 4.3.2.2 adequate theoretical study of pharmacologic aspects to explain the medication to the client
 - 4.3.3 administer oral medications to at least two clients without an error in technique
 - 4.3.4 administer intravenous medications to at least two clients without an error in technique
 - 4.3.5 administer an injection to at least two clients without an error in technique
- 4.4 Provide legally safe care:
 - 4.4.1 follow agency directed policies and procedures
 - 4.4.2 function within the legal scope of a nursing student
 - 4.4.3 share pertinent client data with appropriate agency staff and instructor
 - 4.4.4 provide client with accurate information

- 4.5 Perform efficient care in an organized and timely manner
- 4.6 Implement established, routine nursing interventions with related health teaching for a client with a:
 - 4.6.1 **respiratory illness:** maintenance of body temperature, activity and rest balance, medication administration, breathing and relaxation techniques, oxygen therapy and respiratory care procedures, health promotion activities to avoid infections, environmental pollutants, allergic responses, isolation precautions, instruction in home health regime, pre-operative and post-operative interventions, and gerontologic adaptations
 - 4.6.2 **circulatory illness:** dietary modifications, fluid restriction/replacement, activity and rest balance, medication administration, self-care activities, pain management, coping strategies related to stress reduction, weight management, medication compliance, sexual functioning, instruction in home health regime, pre-operative and post-operative interventions, and gerontologic adaptations
 - 4.6.3 **fluid/electrolyte and acid/base imbalance:** fluid restriction/replacement, dietary modifications, medication administration, monitoring of intake/output ratios and diagnostic values, maintenance of skin and mucous membranes and prevention strategies to avoid injury
- 4.7 Implement two client/nurse formulated strategies per week to assist the client in achieving outcomes
- 4.8 Perform dependent nursing functions as outlined in the agency's Kardex/Physician Orders
- 4.9 Utilize facilitative communication techniques in client, family, significant other, and health team member interactions, focusing on:
 - 4.9.1 the therapeutic relationship with client/family/ significant other
 - 4.9.2 a purposeful interview to assess physiological and psychosocial needs
 - 4.9.3 preventive health maintenance information
 - 4.9.4 restorative and rehabilitative information
 - 4.9.5 collaborative team relationships
- 4.10 Implement health teaching related to prevention of illness, maintenance of wellness, restoration and rehabilitation, following standardized educational plans (textbooks, hospital or community agency) as well as independently designed teaching plans
 - 4.10.1 prepare a client for a diagnostic procedure both physically and psychologically
 - 4.10.2 identify agency and community resources which function as educational or support resources

- 4.11 Teach and assist client with deep breathing, coughing, postural drainage, and percussion maneuvers
- 4.12 Perform emergency cardiopulmonary resuscitation when necessary
- 4.13 Suction client's respiratory secretions safely and effectively using the oral and nasopharyngeal routes
- 4.14 Perform cleaning, dressing, and suctioning procedures for the client with a tracheostomy
- 4.15 Provide physical care for a client with chest tubes, while maintaining safe and efficient functioning of the chest tubes
- 4.16 Report and document client behaviors and pertinent diagnostic values which reflect a significant change in client's status
- 4.17 Maintain a supportive environment which fosters a client's independence
- 4.18 Promote the rehabilitation potential of the client
- 4.19 Provide for continuity of care in the management of chronic health care needs
- 4.20 Initiate multidisciplinary referrals on the basis of identified client needs and availability of health resources

5.0 Evaluation:

- 5.1 Compare and evaluate the client's behavioral outcomes with expected outcomes
- 5.2 Evaluate teaching by noting changes in the client's behavior
- 5.3 Evaluate the client's response to medications and procedures to ascertain effectiveness and untoward effects
- 5.4 Modify the client's plan of care based on continuous evaluation of the client's behavior

MANAGER OF CARE by demonstrating the following competencies:

- 1.0 Interact with members of the health care team in a collegial manner including verbal, nonverbal, written, and technological means.
- 2.0 Inform staff in a timely manner of significant changes in the client's status and review pertinent data with them upon completion of client care
- 3.0 Assess appropriateness/safety of defined treatment plan and discuss the plan, including scientific rationale, with the instructor
- 4.0 Utilize appropriate channels of communication to accomplish goals related to delivery of client care, including participation in client care conferences
- 5.0 Serve as a client advocate
- 6.0 Seek assistance from the instructor and other members of the health care team when the situation encountered is beyond the learner's knowledge and experience

- 7.0 Practice in a cost-effective manner
- 8.0 Follow agency's policies and procedures during codes, drills and other emergencies
- 9.0 Document information accurately on all agency forms

MEMBER WITHIN A DISCIPLINE by demonstrating the following competencies:

- 1.0 Describe the nursing role as practiced within the following settings:
 - 1.1 Acute care
 - 1.2 Extended care
 - 1.3 Home health care
 - 1.4 Ambulatory care
- 2.0 Demonstrate professional responsibility by:
 - 2.1 Preparing for clinical assignment with independent research of client data:
 - 2.1.1 define medical diagnosis
 - 2.1.2 explain pathophysiology related to medical diagnosis
 - 2.1.3 briefly list nursing assessment data relevant to medical diagnosis
 - 2.1.4 explain nursing implications related to client's medication regime and prescribed diet
 - 2.1.5 select a minimum of three nursing diagnoses which are commonly related to the medical diagnosis
 - 2.1.6 formulate an anticipated plan of care based on data obtained from the instructor and pre-clinical research
 - 2.1.7 review all nursing procedures to be implemented
 - 2.2 Verifying planned actions:
 - 2.2.1 review the anticipated plan of care/assignment with the instructor during pre-conference
 - 2.2.2 obtain a clarification report from appropriate nursing staff member before initiating client care
 - 2.3 Following appropriate protocol with procedures/skills:
 - 2.3.1 review physician orders and assess appropriateness and safety of orders for individual client and discuss with instructor
 - 2.3.2 check with instructor prior to performing any procedure
 - 2.3.3 review written module/campus lab presentation guidelines
 - 2.3.4 review agency policies and procedures
 - 2.3.5 state scientific rationale for the procedure/skill
 - 2.3.6 perform the procedure in a safe, organized manner
 - 2.3.7 evaluate and document outcome of procedure

- 2.4 Applying the nursing process to each clinical situation:
 - 2.4.1 identify one actual nursing diagnosis, one short term outcome and appropriate interventions and share this data during pre-conference or with the instructor on an individual basis
 - 2.4.2 evaluate if client outcomes have been achieved and share this data during post-conference or with the instructor on an individual basis

- 3.0 Demonstrate an awareness of self by:
 - 3.1 Examining own ideas, feeling, and behaviors. Areas to explore and share in conferences, or privately with the instructor may include:
 - 3.1.1 a learning objective for the day
 - 3.1.2 personal reactions to clinical experiences
 - 3.1.3 insights, new ideas, theories
 - 3.1.4 an ethical dilemma
 - 3.1.5 application of concepts presented in class or from research
 - 3.1.6 interactions and experiences with health care providers
 - 3.2 Recognizing and accepting learning potentials and limitations
 - 3.3 Evaluating own performance in the anecdotal note, by the end of each clinical week

- 4.0 Incorporate ethical/legal standards of nursing practice when providing client care
- 5.0 Maintain confidentiality of information
- 6.0 Support peers and agency personnel in the delivery of client care
- 7.0 Use resources for continuous learning and development
- 8.0 Use constructive criticism and suggestions for improving nursing practice
- 9.0 Demonstrate personal responsibility by:
 - 9.1 Arriving at the assigned clinical facility on time
 - 9.2 Informing both school and agency of absence or tardiness prior to the designated arrival time
 - 9.3 Adhering to the defined school and agency dress code, including appropriate identification
 - 9.4 Submitting all written assignments on time and in correct format. Assignments may include, but are not limited to:
 - 9.4.1 Case studies
 - 9.4.2 Process recordings
 - 9.4.3 Client assessments
 - 9.4.4 Research topics
 - 9.4.5 Structured journals

- 9.5 Participating in pre-conferences and post-conferences, including:
 - 9.5.1 appropriate sharing of information
 - 9.5.2 showing respect for other contributors by being attentive, listening and sharing available time
- 10.0 Demonstrate the application of theoretical knowledge to the clinical situation through the use of written assignments. Assignments may include, but are not limited to:
 - 10.1 Health history
 - 10.2 Basic needs assessment
 - 10.3 Client care plan
 - 10.4 Client case study
 - 10.5 Process recording
 - 10.6 Research topic
 - 10.7 Structured journal
- 11.0 Demonstrate truthfulness and honesty throughout the nursing program in:
 - 11.1 Interactions with others
 - 11.2 Documentation
 - 11.3 Performance of required skills (medications, treatments)