Modesto Junior College
Course Outline of Record
NURWE 362

I. **OVERVIEW**
The following information will appear in the 2009 - 2010 catalog

NURWE 362 Work Experience-Nursing 2 Units

**Prerequisite:** Satisfactory completion of NURSE 260 and NURSE 261.
**Corequisite:** Concurrent enrollment in NURSE 262 or NURSE 263 or NURSE 264 or NURSE 265 or NURSE 266 or NURSE 267 or NURSE 299.

Provides the student enrolled in the ADN program an opportunity to obtain additional nursing experience in a structured clinical work/study community service program in a participating clinical agency. Students gain additional practice in nursing by applying previously learned knowledge and skills. Lecture: 1 hour arranged. 150 hours compensated related work experience per semester equals 2 units or 120 hours uncompensated related work experience per semester equals 2 units.

Four maximum completions.
Field trips are not required. (P/NP Only) /Lab

II. **LEARNING CONTEXT**
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. **COURSE CONTENT**

1. **Required Content:**

   1. Career choices and availability of jobs (m.c.)
      a. Personal interest and preferences (m.c.)
      b. Capabilities, skills, and educational requirements for entry level employment
   2. Goals
      a. Worker mobility patterns
      b. Employment information sources
      c. Future employment trends
   3. The meaning of work
      a. Values and attitudes (m.c.)
      b. Reasons that people work (m.c.)
      c. Work as it relates to the needs of a changing society (m.c.)
   4. Interpersonal relationships on the job
      a. Verbal and non-verbal communication (m.c.)
      b. Interaction of individuals in job situations (m.c.)
   5. Laws, regulations, and policies that affect workers (m.c.)
      a. Resource materials (m.c.)
      b. Effects of laws, regulation, and policies (m.c.)

2. **Required Lab Content:**

   1. Career choices and availability of jobs (m.c.)
      a. Personal interest and preferences (m.c.)
      b. Capabilities, skills, and educational requirements for entry level employment
   2. Goals
      a. Worker mobility patterns
      b. Employment information sources
c. Future employment trends
3. The meaning of work
   a. Values and attitudes (m.c.)
   b. Reasons that people work (m.c.)
   c. Work as it relates to the needs of a changing society (m.c.)
4. Interpersonal relationships on the job
   a. Verbal and non-verbal communication (m.c.)
   b. Interaction of individuals in job situations (m.c.)
5. Laws, regulations, and policies that affect workers (m.c.)
   a. Resource materials (m.c.)
   b. Effects of laws, regulation, and policies (m.c.)

B. ENROLLMENT RESTRICTIONS

1. Prerequisites
   Satisfactory completion of NURSE 260 and NURSE 261.

2. Co-requisites
   Concurrent enrollment in NURSE 262 or NURSE 263 or NURSE 264 or NURSE 265 or NURSE 266 or NURSE 267 or NURSE 299.

3. Requisite Skills
   Before entering the course, the student will be able to:
   a. Describe the nursing process and its use in problem solving in the clinical setting.
   c. Identify interventions and their rationales for alterations in basic human needs.
   d. Demonstrate therapeutic communication techniques
   e. Demonstrate accurate dosage calculations for medication administration.

C. HOURS AND UNITS

<table>
<thead>
<tr>
<th>INST METHOD</th>
<th>TERM HOURS</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lect</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Lab</td>
<td>108</td>
<td>2.00</td>
</tr>
<tr>
<td>Disc</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

D. METHODS OF INSTRUCTION (TYPICAL)
   Instructors of the course might conduct the course using the following method:
   1. Meet with students at the beginning of the semester to outline the course objective, the role of the contract, and the requirements for receiving a grade of "pass" for the course.
   2. Meet with students during the course of the semester to determine that objectives are being met.
E. ASSIGNMENTS (TYPICAL)

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**
   *Time spent on coursework in addition to hours of instruction (lecture hours)*

   Hours spent on assignments in addition to hours of lab instruction. Student will submit a minimum one page summary of how student learning goals were met, a record of hours worked, and employing agency's evaluation of student's performance.

2. **EVIDENCE OF CRITICAL THINKING**
   *Assignments require the appropriate level of critical thinking*

   A clear agreement between the employer, student, and the faculty coordinator will be written which describes a measurable result, accomplishment, and/or level of achievement to be attained on the job within a prescribed period of time.

F. **TEXTS AND OTHER READINGS (TYPICAL)**

1. Other: Nurse 362 Nursing Work Experience Course Syllabi

III. **DESIRED LEARNING**

A. **COURSE GOAL**
   *As a result of satisfactory completion of this course, the student should be prepared to:*

   increase critical thinking ability and application of skills and knowledge learned during the associate degree nursing program.

B. **STUDENT LEARNING GOALS**
   *Mastery of the following learning goals will enable the student to achieve the overall course goal.*

1. **Required Learning Goals**
   *Upon satisfactory completion of this course, the student will be able to:*

   a. Provide competent nursing care based on scientific the scientific principles of the Roy Adaptation Model, and the nursing process, reflecting an ethic of caring evidenced by respect for patients and families, self, colleagues, and the profession.

   b. Identify a nursing diagnosis following assessment of the patient’s physical condition and behavior, and analysis of information obtained from the patient and others, including members of the health care team.

   c. Formulate a care plan, in collaboration with the patient, that ensures direct and indirect nursing care services provide for the following patient needs: safety, comfort, hygiene, protection, disease prevention, and restorative measures.

   d. As provider and manager of care, establish priorities, perform the skills required to carry out nursing interventions, explain the plan of care to the patient and family, and teach the patient and family how to care for identified health problems and needs.

   e. Manage and prioritize care for groups of patients; delegate tasks to subordinates based on the legal scope of practice of the subordinates and on the preparation and competence needed for the tasks to be delegated; effectively supervise the nursing care provided by subordinates.

   f. Evaluate the effectiveness of the care plan through observation of the patient's condition and behavior, signs and symptoms of illness, and reactions to treatment, and thorough communication with the patient and the health care team; modify the plan as needed.

   g. Advocate for the rights of patients by initiating actions to improve health care, facilitate changes in decisions or activities which conflict with patients' self-determination, and provide patients’ the
opportunity to make informed decisions about their health care.

h. Recognize that each person is a unique individual with biological, psychological, social, and spiritual needs; understand how a person's self-concept, role function, and interdependence are affected by the values, attitudes, life experiences, culture, ethnicity, and support systems of each person.

2. **Lab Learning Goals**
   
   Upon satisfactory completion of the lab portion of this course, the student will be able to:
   
   a. Provide competent nursing care based on the scientific principles of the Roy Adaptation Model, and the nursing process, reflecting an ethic of caring evidenced by respect for patients and families, self, colleagues, and the profession.
   
   b. Identify a nursing diagnosis following assessment of the patient’s physical condition and behavior, and analysis of information obtained from the patient and others, including members of the health care team.
   
   c. Formulate a care plan, in collaboration with the patient, that ensures direct and indirect nursing care services provide for the following patient needs: safety, comfort, hygiene, protection, disease prevention, and restorative measures.
   
   d. As provider and manager of care, establish priorities, perform the skills required to carry out nursing interventions, explain the plan of care to the patient and family, and teach the patient and family how to care for identified health problems and needs.
   
   e. Manage and prioritize care for groups of patients; delegate tasks to subordinates based on the legal scope of practice of the subordinates and on the preparation and competence needed for the tasks to be delegated; effectively supervise the nursing care provided by subordinates.
   
   f. Evaluate the effectiveness of the care plan through observation of the patient’s condition and behavior, signs and symptoms of illness, and reactions to treatment, and thorough communication with the patient and the health care team; modify the plan as needed.
   
   g. Advocate for the rights of patients by initiating actions to improve health care, facilitate changes in decisions or activities which conflict with patients’ self-determination, and provide patients the opportunity to make informed decisions about their health care.
   
   h. Recognize that each person is a unique individual with biological, psychological, social, and spiritual needs; understand how a person’s self-concept, role function, and interdependence are affected by the values, attitudes, life experiences, culture, ethnicity, and support systems of each person.

IV. **METHODS OF ASSESSMENT (TYPICAL)**

A. **FORMATIVE ASSESSMENT**

1. Meet Work Experience coordinator at least twice during the semester. Discussion is based on how student is meeting course objectives.

B. **SUMMATIVE ASSESSMENT**

1. The student will have submitted a contract for work experience signed by an agent of the contracting agency, the student and the faculty work experience coordinator by the designated date.

2. The employing agency will submit the Employing Agency’s Evaluation of the Student Performance.

3. The student will submit the Work Experience Record that lists the dates and hours worked.

4. The faculty work experience coordinator will review the submitted information to assure that the
student has met the course objectives and the required hours for the course