Your competence will be assessed as you complete the objective exam for Care of Adults with Complex Illnesses in the didactic learning portion of the course (C473), in conjunction with the simulation assessment in the learning lab and the clinical performance assessment in this course. The course covers 5 competencies and represents 3 competency units.

Introduction

Clinical Care of Adults with Complex Illnesses includes all aspects of clinical learning related to advanced medical surgical nursing practice. Learning labs will teach and assess advanced clinical competencies through the use of high fidelity simulation and advanced clinical debriefing for clinical scenarios. Students participate in skills related to advance medication administration, central venous devices, and peripherally inserted central catheters. The virtual simulations that students completed in didactic will prepare them for their learning lab scenarios. Students who are successful in simulation assessments will progress to live patient clinicals and will be assessed for their mastery of advanced levels of the key behaviors for clinical practice of Medical Surgical nursing.

Competencies

This course provides guidance to help you demonstrate the following 5 competencies:

- **Competency 726.5.1 – Patient Centered Care of the Adult II**
  The graduate uses cognitive knowledge and clinical reasoning to provide safe, quality nursing care to adults impacted by common injuries and/or diseases that result in a chronic condition with a focus on health perception/health management.

- **Competency 726.05.2 – Care of the Adult with Alterations in Physiologic Defense Mechanisms**
  The graduate uses cognitive knowledge and clinical reasoning to provide safe, quality, patient-centered care to adults experiencing alterations in physiologic defense mechanisms.

- **Competency 726.05.3 – Care of the Adult with Alterations in Nutrition, Metabolism, & Elimination**
  The graduate uses cognitive knowledge and clinical reasoning to provide safe, quality, patient-centered care to adults experiencing alterations in nutrition, metabolism, and elimination.

- **Competency 726.05.4 – Management of the Care Continuum**
  The graduate uses cognitive knowledge and clinical reasoning to provide safe, quality, patient-centered care to adults as they transition within a care environment or from one environment to another.

- **Competency 726.05.5 – Care of the Adult with Alterations in Functional Ability**
  The graduate uses cognitive knowledge and clinical reasoning to provide safe, quality, patient-centered care to adults experiencing alterations in functional ability.
For a complete list of competencies and the associated objectives, access the following link: [Competencies and Objectives](#)

**Nursing Dispositions Statement**
Please review the [Statement of Nursing Dispositions](#).

**Course Mentor Assistance**

As you prepare to demonstrate competency in this subject, remember that course mentors stand ready to help you reach your educational goals. As subject matter experts, mentors enjoy and take pride in helping students become reflective learners, problem solvers, and critical thinkers. Course mentors are excited to hear from you and eager to work with you.

Successful students report that working with a course mentor is the key to their success. Course mentors are able to share tips on approaches, tools, and skills that can help you apply the content you're studying. They also provide guidance in assessment preparation strategies and troubleshoot areas of deficiency. Even if things don't work out on your first try, course mentors act as a support system to guide you through the revision process. You should expect to work with course mentors for the duration of your coursework, and you are encouraged to contact them as soon as you begin. Course mentors are fully committed to your success!

**Preparing for Success**

The information in this section is provided to detail the resources available for you to use as you complete this course.

**Learning Resources**

The learning resources listed in this section are required to complete the activities in this course.

For many resources, WGU has provided automatic access through the course. However, you may need to manually enroll in or independently acquire other resources. Read the full instructions provided to ensure that you have access to all of your resources in a timely manner.

Take a moment to enroll in the learning resources listed in this section. To enroll, navigate to the “Learning Resources” tab, click the “Sections” button, and then click the “Enroll Now” button for each resource. Once your mentor approves your enrollment in the resource, you will receive an e-mail with further access instructions. Contact your mentor if you have questions.

**ATI Learning System**

The ATI Learning System includes comprehensive resource to help you gain critical thinking skills and a comprehensive nursing knowledge base needed to be a great nurse. Within the ATI Learning System, you will have access to the following resources:
Clinical Skills Modules
Dosage Calculation and Safe Medication Administration Modules
Pharmacology Made Easy
Nurse Logic
RN Review eBooks
Practice Quizzes

Remediation Activities, including Focused Reviews and Active Learning Templates

You can access ATI resources in two ways. First, you can access all ATI resources by clicking on the link provided for the ATI Home Page.

- Link Icon: Lrps link for landing page
- Second, you can access specific ATI resources by clicking on the links provided throughout the course.

Click on the link below for more information about navigating the ATI Learning System:

ATI Plan – Student Getting Started with ATI
ATI Plan – Student Orientation NEW

CoursePoint Plus with vSim

Links to the vSim resource will be setup throughout the course. You will need to be logged in, or login, to your CoursePoint account in order to access the resources. The vSims count towards the total number of learning lab hours and are a requirement to attend the learning lab.

Automatically Enrolled Resources

You can access the learning resources listed in this section by clicking on the links provided throughout the course. You may be prompted to log in to the WGU student portal to access the resources.

VitalSource E-Texts

The following textbook is available to you as an e-text for this course. You will be directly linked to the specific readings required within the activities that follow.


Note: This e-text is available to you as part of your program tuition and fees, but you may purchase hard copies at your own expense through a retailer of your choice. If you choose to do so, please use the ISBN listed to ensure that you receive the correct edition.
Clinical Skills

Skills modules, videos, practice questions and tutorials will assist you in preparing for clinical practice, skills laboratory evaluation and the course objective assessment. The learning resources demonstrate evidence-based practice standards. You are expected to understand both the process (how) and implications (why) for completing clinical skills safely. We strongly encourage you to use and complete the learning activities within the provided resources before attending skills lab and clinical rotations.

Two essential learning resources are located within the Course of Study. They include Evolve Clinical Skills and the ATI Clinical Skills Modules.

Within each ATI Clinical Skills Module, there is a pretest, lesson and post-test. Each lesson contains an overview, terminology, accepted practice, step-by-step viewing, evidence-based research, practice challenges, FAQs and documentation. Each section must be completed. The post-test will help you evaluate your understanding and application of the content.

The ATI Learning System also includes Active Learning Templates. These tools can assist with note-taking and are useful study resources.

Preparing for Clinical Learning Labs

Attend Clinical Learning Labs

In the clinical learning labs, you will learn specific nursing skills that you will then apply in simulated patient care scenarios. After approximately five weeks, you will complete the "first attempt" simulation assessment, which takes place in the clinical learning lab. This is an assessment of your ability to respond appropriately in patient care scenarios, and demonstrate clinical skills and your ability to think critically. If you are not successful in this "first attempt" you will participate in a debriefing to identify your challenges to help you prepare for your final attempt (see C473 course for further information). The simulation assessment (first or final attempt) must be passed in order for you to attend clinical intensive. Please review the "Course Progression" policy in the Student Handbook for further information.

First and Final Attempt Simulation Assessment

The First Attempt Simulation Assessment occurs on Clinical Learning Lab day 4.

During the First Attempt Simulation Assessment, you will have 30 minutes to demonstrate competency in the Critical Care concepts via a simulation scenario. You will test alone. You will not have a secondary nurse, an observer or a family member to interact with or to ask questions.

You are expected to communicate with other members of the health care team as needed by phone. You are expected to assess the status of your patient and respond correctly. You are expected to know when, and if, any medications need to be given or IVs started. You are expected to give any medication and/or start any IV correctly. Finally, you are expected to carry out any other required nursing care and/or skills that you think are necessary.
To pass the First Attempt, you must establish mastery and early readiness for clinical intensive by earning a "competent" level in 5 of the 7 categories of the simulation rubric. In the event you do not meet the passing standard, you will engage in a one-on-one debriefing session with your instructor/evaluator to identify your strengths and challenges to help you prepare for your Final Attempt.

To pass the Final Attempt, you must establish mastery and early readiness for clinical intensive by earning a "competent" level in 5 of the 7 categories of the simulation rubric. In the event you do not meet the passing standard, your results will be reviewed by the National Simulation Lab Coordinator. You will be notified of your results within 5-7 business days.

It is mandatory that you attend the Final Attempt if you do not pass the First Attempt.

Both the first attempt and the final attempt will be evaluated using the Simulation Rubric.

Clinical Skills

Clinical Skills learning resources are listed on "Evolve" provided by Elsevier. You will be directly linked to the specific readings and videos in the course.

Accessing and Using PASS-PORT

You will need to access the portfolio software PASS-PORT used in this course and many other courses. You will use this software to create a clinical journal and to receive feedback while attending clinical.

- Accessing PASS-PORT
- Creating a Clinical Form
- How to Use Your Clinical Experience Form

Preparing for Clinical Intensive and Clinical Learning Labs

There is a great deal of preparation that accompanies a course with a clinical intensive. This course includes assignments you must complete in order to attend clinical.

Attend Clinical Intensive

Once you have completed the theory portion of this course and passed the clinical learning lab assessment, you will be ready to engage in the in-hospital clinical experience. This typically occurs during or after the eighth week of the course. Based on your performance in the course, your mentor will refer you for clinical intensive. If referred, the Clinical Placement Scheduler will schedule and notify you of your clinical placement. Once in clinical intensive, you are expected to adhere to professional standards in clinical practice. Please refer to the Student Handbook and the C474 course for more information.

Pacing Guide

This pacing guide will help you with time management and planning for this course. The topics and pacing are broken into blocks of learning consistent with the topics an average student can complete in roughly a week, but variations are common depending on student needs and situations.
Course Content

Block of Learning 1
1.1 Prepare for Clinical Learning

Block of Learning 2
2.1 Complete: Day 1 Materials

Block of Learning 3
3.1 Complete: Day 2 Materials

Block of Learning 4
4.1 Complete: Simulation Assessment First Attempt

Block of Learning 5
5.1 Next Steps for Clinical Intensive

Block of Learning 6
6.1 Complete Clinical Experience

**Block of Learning 1: Prepare for Clinical Learning Lab Day 1**

Be sure that you have reviewed the following Elsevier skills and video review items:

*View the following videos and read the quick parts for these skills prior to clinical learning lab:*

- **Medication Administration**
  - Administering IV medications by mini-infusion pump
  - Administering Medications by Intravenous Bolus
  - Administering IV Medications by Piggyback
- **Percutaneous Central Vascular Devices**
  - Performing Dressing Care for a Central Venous Access Device (CVAD)
- **Peripherally Inserted Central Catheter (PICC)**
  - Peripherally Inserted Central Venous Catheter: Dressing Change (Pediatric)

**ATI Skills Module 2.0: Central Venous Access Devices**

Focus on these concepts as you work through this module:

- The Basics
- Drawing blood from a central line
- Complications of central lines
- Implanted vascular access devices
- Nontunneled catheters
- Peripherally inserted central
Complete the Central Venous Access Devices module by following these steps:

1) Click on the link below.
2) Scroll to the Central Venous Access Devices
3) Click on Begin Test and complete the pretest.
4) Click on Begin Lesson and review all content areas.
5) Click on Begin Test and complete the posttest.

Skills Modules 2.0: Central Venous Access Devices

ATI Skills Module 2.0: Medication Administration 4 (Intravenous Administration)

Focus on these concepts as you work through this module:

- The Basics
- Drawing blood from a central line
- Complications of central lines
- Implanted vascular access devices
- Nontunneled catheters
- Peripherally inserted central
- Care of the insertion site
- Tunneled catheters
- Open-ended and valve catheters

Complete the Medication Administration 4 (Intravenous Administration) module by following these steps:

1) Click on the link below.
2) Scroll to the Medication Administration 4 (Intravenous Administration) module.
3) Click on Begin Test and complete the pretest.
4) Click on Begin Lesson and review all content areas.
5) Click on Begin Test and complete the posttest.

Skills Modules 2.0: Medication Administration 4 (Intravenous Administration)

Block of Learning 2: Complete: Day 1 Materials

Learning how to administer intravenous medication means that you must learn how to calculate doses and drip rates. You will complete the IV Medication Administration Worksheet in the lab. This worksheet must be downloaded, printed, and taken with you to the lab.

- CACI IV Medical Administration Sheet
Make sure you have completed all the review and materials for competency one and two prior to going to your first day of your simulation/lab.

**Once completed, return to the C473 Care of Adults with Complex Illnesses course and complete required tasks for the next week.**

**Block of Learning 3: Complete: Day 2 Materials**

Complete the Patient Teaching Plan: Diabetes Mellitus Scenario:

Ms. Smith is an elderly woman who lives alone and has been newly diagnosed with type 2 diabetes. Her fasting blood glucose levels were consistently between 180 and 250 when tested at the clinic, and her HbA1c was 7.9. This new diagnosis was overwhelming to her. She was fearful that she could not remember all the material she needed to learn about diet, administering insulin, and testing her blood-glucose level. The nurse in the clinic scheduled her teaching appointments and began the process of patient education. After the third session, Ms. Smith said she understood how to use the glucometer and felt competent with the blood-glucose monitoring technique.

The next day she tested her blood-glucose level at home and at 108, it was significantly lower than the results she had recorded when at the clinic. She called her clinical nurse, who in turn reported the low results to the physician, who decreased her dose of insulin. Ms. Smith was later admitted to the ER for symptoms of hypoglycemia. Apparently when reviewing information with her nurse, Ms. Smith realized she had forgotten to wipe off the first drop of blood from her finger. She had used a blood sample that was diluted making her blood glucose level abnormally low. She also admitted that because her glucose reading was low she thought it would be “okay” if she spooned “about a tablespoon” of brown sugar on each half of her morning grapefruit. She had an additional bowlful of granola because “whole grains are good for you,” and she poured chocolate flavored soymilk over the granola “because it has fewer calories than milk.”

Create a teaching plan for Ms. Smith by answering these questions:

- Identify the subjective data you have gathered from the scenario.
- Identify the objective data you have gathered from the scenario.
- Identify two learning objectives (“At the conclusion of this teaching session, the patient will….”).
- Describe two barriers to learning that you anticipate and how you plan to overcome them.
- Describe your plan to teach Ms. Smith how to test her blood-glucose level (Include number of sessions, length of sessions, time of day, location).
- Based on what you know about Ms. Smith, describe two areas to focus on as you individualize her teaching plan.
- Describe the teaching method you intend to use and the resources you will need.
- How will you evaluate the success of your teaching?
Post your teaching plan in your study notes.

**Once completed, return to the C473 Care of Adults with Complex Illnesses course and complete required tasks for the next week.**

**Block of Learning 4: Complete: Simulation Assessment First Attempt**

The First Attempt Simulation Assessment occurs on Clinical Learning Lab day 4.

During the First Attempt Simulation Assessment, you will have 30 minutes to demonstrate competency in the Critical Care concepts via a simulation scenario. You will test alone. You will not have a secondary nurse, an observer or a family member to interact with or to ask questions.

You are expected to communicate with other members of the health care team as needed by phone. You are expected to assess the status of your patient and respond correctly. You are expected to know when, and if, any medications need to be given or IVs started. You are expected to give any medication and/or start any IV correctly. Finally, you are expected to carry out any other required nursing care and/or skills that you think are necessary.

To pass the First Attempt, you must establish mastery and early readiness for clinical intensive by earning a “competent” level in 5 of the 7 categories of the simulation rubric. In the event you do not meet the passing standard, you will engage in a one-on-one debriefing session with your instructor/evaluator to identify your strengths and challenges to help you prepare for your Final Attempt.

**It is mandatory that you attend the Final Attempt if you do not pass the First Attempt.**

Both the first attempt and the final attempt will be evaluated using the Simulation Rubric.

Review the Simulation Rubric below. This rubric will be used for any attempt at the assessment:

- Simulation Rubric

**Complete: Simulation Assessment Final** The Final Attempt for this assessment occurs on the last day of Clinical Learning Lab. If you were not successful in passing the First Attempt, you must attend the lab for your Final Attempt.

During the Final Attempt Simulation Assessment, you will be given 30 minutes to demonstrate competency in the Chronic Care concepts via a scenario related to preoperative care of a surgical patient. Your Final Attempt scenario will be different from the First Attempt scenario. You will test alone, you will not have a secondary nurse, an observer or a family member to interact with or ask questions of.

As before, you are expected to communicate with other members of the health care team as
needed by phone. You are expected to assess the status of your patient and respond correctly. You are expected to know when, and if, any medications need to be given or IV’s started. You are expected to give any medication and/or start any IV correctly. Finally, you are expected to carry out any other required nursing care and/or skills that you think are necessary.

To pass the Final Attempt, you must establish mastery and early readiness for clinical intensive by earning a “competent” level in 5 of the 7 categories of the simulation rubric. In the event you do not meet the passing standard, your results will be reviewed by the National Simulation Lab Coordinator. You will be notified of your results within 5-7 business days.

Simulation Rubric

Block of Learning 5: Next Steps for Clinical Intensive

This section will guide you through the final steps of your clinical intensive experience.

Scheduling and Preparation

This is your third and final Medical-Surgical course. Of course, you will continue to use your medical-surgical skills in all your remaining courses whether it is Care of the Developing Family or Community Health. Remember that 70% of your NCLEX exam will be related to medical-surgical nursing. Being fully prepared will help you have a meaningful and rich experience. Read through this section carefully and consult your mentor if you have questions or concerns.

Prepare: Prerequisites for Referral to Clinical Intensive

You must be in compliance with all course progression and clinical preparation requirements in order to begin the clinical intensive for this course.

Scheduling of Clinical Intensive

You will be notified of your assigned clinical site, clinical coach, and clinical instructor. Your coach will work with you one-on-one in clinical. If you have not been notified, please contact your mentor immediately.

Read: Handouts

Read the following Handouts related to preparing for your clinical intensives.

- Handout for: Complex Illnesses Key Behaviors
- Handout for: Clinical Journal Guidelines
- Handout for: Post-Conference Guidelines
- Handout for: Clinical Scheduling Quick Reference Guide

Review: Pass-Port

Review the following tutorials for Pass-Port
Review: Skills List
Print off the following skills list and take it to clinicals with you. Make sure to review it with your clinical instructor and clinical coach.

- Care of Adults with Complex Illnesses CACI Skills

Download Unbound Medicine's (Nursing Central/Nursing Pocket Guide) to your smart device to use as a resource during your clinical rotation.

**Block of Learning 6: Complete Clinical Experience**

Complete all clinical requirements as outlined with your clinical instructor.

**Final Steps**

Congratulations on completing the activities in this course! This course has prepared you to complete the assessments associated with this course. If you have not already been directed to complete the assessments, schedule and complete your assessments now.