

**El Paso Community College
Syllabus
Part II
Official Course Description**

SUBJECT AREA	<u>Nursing</u>								
COURSE RUBRIC AND NUMBER	<u>RNSG 1327</u>								
COURSE TITLE	<u>Transition to Professional Nursing</u>								
COURSE CREDIT HOURS	<table border="0" style="margin: auto;"> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">3</td> <td style="text-align: center;">:</td> <td style="text-align: center;">1</td> </tr> <tr> <td style="text-align: center;">Credits</td> <td style="text-align: center;">Lec</td> <td></td> <td style="text-align: center;">Lab</td> </tr> </table>	3	3	:	1	Credits	Lec		Lab
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Credits	Lec		Lab						

I. Catalog Description

Includes the content on health promotion, expanded and subspecialty assessment, analysis of data, critical thinking skills and systematic problem solving process, pharmacology, interdisciplinary teamwork, communication, and applicable competencies in knowledge, judgment, skills, and professional values within a legal\ethical framework throughout the life span. Students will meet the needs of pediatric, maternal\newborn and women’s health, and mental health patients. Students must be currently licensed as a Vocational Nurse and be admitted as an advanced placement student to the nursing program to enroll in this course. A grade of "C" or better is required in this course to take the next course. **Prerequisites: BIOL 2401 and BIOL 2402 and BIOL 2420 and MATH 1314 or MATH 1324 or MATH 1342 and PSYC 2314 and RNSG 1115 and RNSG 1301. Corequisites: RNSG 1262 and RNSG1447. (3:1). Lab fee.**

II. Course Objectives

Upon satisfactory completion of this course, the student will be able to:

A. Unit I. Provider of Patient Centered Care

1. Examine critical thinking and the use of a systematic problem-solving process when providing patient-centered nursing care to pediatric, maternal, newborn, and women’s health care and mental health patients across the lifespan. (SLO#2,#3,#4,)
2. Explore concepts of growth and development and pathophysiology related to medical surgical conditions of the pediatric, maternal, newborn, and women with selected health issues patients across the lifespan. (SLO #3)
3. Explore the concepts related to the provision of patient-centered nursing care for the pediatric, normal childbearing families and those at risk, and women’s health care patients with various health care issues and mental health patients. (SLO #3)
4. Relates how evidence based practice applies to the patient-centered nursing care of pediatric, childbearing families, women with selected health issues, and mental health patients. (SLO#4)

5. Critically analyze the influence of biological, psychological, sociological, cultural, and communicating considerations that impact patient-centered nursing care decisions and actions for pediatric childbearing families, women with selected health issues, and mental health patients. (SLO#4)
6. Discuss the various aspects and the role of communication in caring for pediatric childbearing families, women with selected health issues, and mental health patients. (SLO#3)
7. Discuss the teaching- learning strategies employed when working with pediatric, childbearing families, women with selected health issues, and mental health patients in various health settings. (SLO#2)
8. Explore the concept of caring as it applies to pediatric, childbearing families, women with selected health issues, and mental health patients. (SLO#3)
9. Examine how the nurse's personal and professional values influence patient-centered care of the pediatric, childbearing families, women with selected health issues, and mental health patients. (SLO#4)

B. Unit II. Member of the Health Care Team

1. Examine the role and responsibilities of the nurse when collaborating, coordinating, and communicating with the interdisciplinary health care team to provide patient-centered care to the pediatric, childbearing families, women with selected health issues, and mental health patients in various health care settings. (SLO#6)
2. Discuss the nurse's role as a healthcare advocate with the patient and members of the interdisciplinary health care team in regards to patient's rights and the monitoring and promoting quality and access to patient-centered health care for the pediatric, childbearing families, women with selected health issues, and mental health patients. (SLO#3)
3. Describe the nurse's role in delegating nursing care based upon analysis of the needs of the pediatric, childbearing families, women with selected health issues, and mental health patients. (SLO# 4)
4. Explore resources that facilitate continuity of care; health promotion, maintenance and restoration, and disease prevention ensure confidentiality of the pediatric, childbearing families, women with selected health issues, and mental health patients.(SLO#3)
5. Explore the use of technology and informatics specific to the patient-centered care of the pediatric, childbearing families, women with selected health issues, and mental health patients. (SLO#5)

C. Unit III. Member of the Profession

1. Explore specific legal concepts and ethical issues that impact the patient-centered nursing care of pediatric, childbearing families, women with selected health issues, and mental health patients. (SLO# 4)
2. Examine the responsibilities and the accountability for the quality of patient-centered nursing care for the pediatric, childbearing families, women with selected health issues, and mental health patients. (SLO#1)

3. Explore activities that promote the growth, development, and practice of the professional nursing in the pediatric, maternal, newborn, women's health care, and mental health areas.(SLO#1)
4. Examine personal and professional responsibilities to achieve and maintain professional nursing competence when working with the pediatric, childbearing families, women with selected health issues, and mental health patients. (SLO#1)
5. Explore ways the nurse can develop insight through reflection, do self-analysis, and plan for self-care when working with the pediatric, childbearing families, women with selected health issues, and mental health patients. (SLO#1).

D. Unit IV: Patient Safety Advocate

1. Examine the Texas Nursing Practice Act and the Texas Board of Nursing Rules that emphasize safety as well as the federal, state, and local government and accreditation organizations safety requirements and standards in regard to the pediatric, maternal, newborn, women's health care, and mental health patients. (SLO#4)
2. Identify measures that promote quality patient-centered care and a safe supportive, protective environment for pediatric, childbearing families, women with selected health issues, and mental health patients, the nurse, and other health care team members.(SLO#4)
3. Examine the nurse's role in local health facilities and community regarding disaster planning and bioterrorism as it relates to the pediatric, childbearing families, women with selected health issues, and mental health patients. (SLO#5)

E. Unit V. Laboratory Component

1. Demonstrate with competency the laboratory skill utilized in the care of maternal/newborn and/or women's health patients, pediatric patients and family members, and mental health patients. Skills Acquisition checklist should be brought to clinical to assist in skill completion. .(SLO#1)

III. THECB Learning Outcomes (WECM)

1. Differentiate between roles of the professional nurse as provider in patient-centered care, patient safety advocate, member of the health care team, and member of the profession and other licensed health care providers in a variety of health care settings.
2. Utilize critical thinking skills and a systematic problem solving process in planning comprehensive care for diverse patients and their families.
3. Demonstrate skills for safe basic professional nursing care.

IV. Evaluation

A. Pre-assessment of Drug Calculations

1. See procedure on Pre-Clinical Drug Calculation in the Nursing Student Assessment Handbook.
2. The student must pass the math exam with at least 85%.
3. Students must show proof of remediation prior taking any re-take math-exam.
4. The student will not administer medication in the hospital until the Pre-assessment Drug Calculation is passed.

B. Mastery of Previously Learned Concepts

Several components of the nursing curriculum are being tested on exams RNSG 1327, a corequisite to course RNSG 1262. The Licensed Vocational Nurse (LVN) should be able to respond appropriately to the instructor(s) about any and all content previously learned as it relates to the maternal/newborn and/or women's health patients, pediatric patients and family members, and mental health patient or is currently being taught in RNSG 1327. The content areas of the curriculum include, but are not limit to: math, history and physical examination, nursing process, nutrition, therapeutic communication, patient teaching, pharmacology and medical-surgical nursing.

C. Proficiency Exam

Any student wishing to do a Proficiency Exam for a nursing course should speak to the ADN Program Coordinator and/or to the Nursing Counselor. (See College Proficiency Exam Procedure.)

D. Articulation

Articulation plans for the nursing program(s) will be addressed by the nursing counselor.

E. Course Evaluating Measures

The following methods of evaluation for a course grade will be utilized: unit examinations, quizzes, final comprehensive exam, and completion of laboratory skills.

1. Grading Criteria for Theory

Unit Examinations	70%
Quizzes/Presentations	5%
Final Comprehensive Examination	<u>25%</u>
TOTAL	100%

- a. The average of the unit exams will count 70% of the total course grade. If the student does not receive a 75% or higher on each exam a counseling form will be completed with a plan of action for improvement.
- b. The average of the quizzes will count 5% of the total course grade. The quizzes will be multiple choice, fill in the blank, short answer, and/or true/false. Quizzes may also be from the nursing modules on the college web site.
- c. The comprehensive final will be given at the end of the course during finals week. The examination will include concepts from the course objectives. The comprehensive final examination will count 25% of the total course grade.
- d. Students will be held accountable for the performance of the specified lab skills. In order to receive credit for the course, all the laboratory skills must satisfactorily be completed by the end of the course.

2. Grading Scale

90 – 100%	= A
80 – 89%	= B
75 – 79%	= C
74 - 70 %	= D
69 and below	= F

A final course grade of 75% or above is required to pass this course. Students not obtaining a 75% (C) or above in this course must retake this course. Final course grades

will not be rounded to the closest whole number (i.e. 74.7 would be recorded as 74.7 and not rounded up to 75; 89.9 stays 89.9 and would not be rounded up to 90.)

F. Remediation

The student who does not receive a minimum of 75% on each unit exam a counseling form will be completed with a plan of action for improvement. If the student fails the course, the student will receive a counseling form the student data exit form with recommendations for improvement so that the student can be successful in the future. The student will need to apply to the readmission committee for the nursing department.

G. ATI Assessment

Students must create an account at the ATI website (ww.atitesting.com) at the start of the semester and to keep a record of their user ID/password.

Refer to the following procedures in the Nursing Student Handbook: Scholastic dishonesty; written examinations; standardized testing. ***Special note regarding standardized testing:** Prior to taking the ATI Proctored Assessment Exam, the student is required to make an 85% or better on the Practice Assessment offered in the course. The Practice Assessment may be taken more than once, but not until written remediation has been completed on each assessment question missed. A Practice Assessment cannot be repeated until the course instructor has received the written remediation of the previous Practice Assessment. Written remediation is required on all Practice Assessments regardless of the grade earned. The first Practice Assessment for the course must be taken no later than two thirds of the way through the course.

In order to complete the written remediation, students must print out the complete ATI Individual Performance Profile, following completion of the Practice Assessment. On the ATI Individual Performance Profile, students must refer to the content areas and topics for review as identified on the profile. Based on each individual content area listed under the topics for review, there is a listing of resources to refer to in answering the questions correctly. The remediation must be handwritten and completed by the student on an individual basis, no group work will be allowed. When completed, the remediation must be submitted to the course instructor.

Failure to successfully complete the practice assessment with an 85% by the deadline specified by the course will result in the student's inability to receive any points for the Proctored ATI Assessment Exam.

*Focus reviews must be done for all practice ATI Assessments done for this course. Proctored Assessments for course completion for RNSG 1327

Students who pass the course and who score at proficiency level 2 on the proctored test will have two (2) points added to their final course grade; students who score at a proficiency level 3 will have three (3) points added to their final course grade; students who score below proficiency level 2 or are taking the proctored test in order to resolve an "incomplete" related to the ATI test will not receive any points. The proctored test may only be taken once. There are also other practice tests one for each human system: these tests can be taken in any computer. The ATI proctored Assessments for the three Assessments will be averaged for points & focus review.

V. **Disability Statement (American with/Disabilities Act [ADA])**

EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm C-112 (831-

2426); TM Rm 1400 (831-5808); RG Rm B-201 (831-4198); NWC Rm M-54 (831-8815); and MDP Rm A-125 (831-7024).

VI. 6 Drop Rule

Students who began attending Texas public institutions of higher education for the first time during the Fall 2007 semester or later are subject to a 6-Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from this rule. All students should consult with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information.

Student Learning Outcomes

EL PASO COMMUNITY COLLEGE

STUDENT LEARNING OUTCOMES: ASSOCIATE DEGREE NURSING

Nursing Program Student Learning Outcomes assess the knowledge, skills/abilities, and/or attitudes that display behavioral evidence which the students have attained from their educational experiences. The ongoing assessment of Student Learning Outcomes is specifically linked to the El Paso Community College Mission Statement, Institutional Core Competencies, Program Review, and the Nursing Mission and Vision statement. Nursing Program Student Learning Outcomes specifically describe the end result of the Nursing program.

Student Learning Outcomes – SLO's	
1.	Graduating students: Demonstrate a commitment to participating in activities that promote the growth, development and practice of professional nursing, while valuing the need for lifelong learning.
2.	Graduating students: Integrate teaching-learning principles by developing, presenting, evaluating and modifying teaching plans to meet the needs of patients and their families.
3.	Graduating students: Utilize clinical judgment, communication skills and a systematic process when advocating for safe caring and compassionate patient-centered care to culturally diverse patients and their families across the lifespan in a variety of health care settings.
4.	Graduating students: Assume accountability for the quality of patient-centered nursing care provided to patients and their families within the legal scope of nursing practice consistent with ethical principles and professional values and standards.
5.	Graduating students: Provide evidence-based nursing care that promotes safety for the patient, family and their environment, while utilizing current technologies and nursing informatics.
6.	Graduating students: Collaborate and co-ordinate with patients, their families and the interdisciplinary/multidisciplinary health care team to implement best practices and to address health promotion and disease prevention, health maintenance and health restoration based on the individual's perception of their health needs.

Revisions to SLO's Fall, 2011

6-7-12