

El Paso Community College

Syllabus

Part II

Official Course Description

SUBJECT AREA	<u>Nursing</u>
COURSE RUBRIC AND NUMBER	<u>RNSG 1413</u>
COURSE TITLE	<u>Foundations for Nursing Practice</u>
COURSE CREDIT HOURS	<u>4 3 : 4</u> Credits Lec Lab

I. Catalog Description

Introduces the role of the professional nurse as a provider of patient-centered care, patient safety advocate, member of the health care team, and member of the profession. Includes content on fundamental concepts of nursing practice, history of professional nursing, a systematic framework for decision-making and critical thinking. Discusses the mechanisms of disease and the needs and problems that can arise and how the nursing process helps manage the patient through these issues. Emphasizes knowledge, judgment, skills, and professional values within a legal/ethical framework. Admission to the program is required to enroll in this course. NOTE: Students must successfully complete RNSG 1208 with a 'C' or better to take/stay enrolled in RNSG 1413 and RNSG 1260. A grade of "C" or better is required in this course to take the next course. **Prerequisites: BIOL 2401 and BIOL 2402 and MATH 1314 or MATH 1324 or MATH 1342 and RNSG 1208 and RNSG 1301. Corequisite: RNSG 1260. (3:4). Lab fee.**

II. Course Objectives

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

- A. Unit I: Nursing Process
 - 1. Apply the five steps of the nursing process with emphasis on assessment, development of a nursing diagnosis and planning in a hypothetical client care situation.
 - 2. Define critical thinking and relate it to client care.
- B. Unit II: Provider of Care – ADN
 - 1. Describe how the health status and health needs of adult/gerontological clients* is determined based upon interpretation of health data and preventative health practices at a fundamental/beginning ADN student level.
 - 2. Given hypothetical client care situations, formulate goals/outcomes and plan of care for adult/gerontological clients* based on nursing diagnoses developed at a fundamental/beginning ADN student level.
 - 3. Given hypothetical client care situations, formulate a plan of care, for adult/gerontological clients*, keeping within legal and ethical parameters and scope of practice of a fundamental/beginning ADN student level.

4. Evaluate the use of therapeutic and non-therapeutic communication skills.
 5. Summarize guidelines to adhere to when charting the administration of treatments and procedures.
 6. Describe basic principles of the teaching-learning process that are essential to the development of a client teaching plan.
 7. Describe the process of evaluating adult/gerontological client* responses and outcomes to therapeutic interventions at a fundamental/beginning ADN student level.
 8. Describe how critical thinking is used to analyze clinical data and current literature, as a basis for decision making in nursing practice at a fundamental/beginning ADN student level.
- C. Unit III: Coordinator of Care – ADN
1. Examine nursing care delivery models.
 2. Discuss ways nursing students can apply clinical care coordination skills in nursing practice.
 3. Describe the role quality improvement plays in nursing practice.
- D. Unit IV: Member of a Profession - ADN
1. Describe how the nurse is accountable and responsible for the quality of nursing care provided to adult/gerontological clients at a fundamental/beginning ADN student level.
 2. Examine the nursing program's philosophy and conceptual framework as it applies to nursing practice.
 3. Recognize the role of the Associate Degree Nurse within the scope of nursing practice.
 4. Describe how the nurse can act as an advocate to promote the provision of quality care for clients.
- E. Unit V: Laboratory Skills
- Perform the following skills in a clinical or laboratory setting, adhering to specified criteria:
1. Demonstrate the ability to properly conduct a Nursing Health History.
 2. Demonstrate the ability to properly conduct a complete physical assessment of the adult/gerontological client at a fundamental/beginning ADN student level.
 3. Demonstrate the ability to properly assess and interpret an adult/gerontological client's vital signs.
 4. Demonstrate the ability to implement hygienic care for adult/gerontological clients.
 5. Demonstrate the ability to properly assess and discontinue an adult/gerontological client's intravenous infusion.
 6. Demonstrate the ability to properly implement selected skills applicable to the adult/gerontological client's respiratory system.

7. Properly demonstrate medical asepsis and the use of isolation techniques.
8. Properly demonstrate surgical asepsis in changing a sterile dressing.
9. Demonstrate the ability to properly monitor and handle enteral tube feedings being administered to adult/gerontological clients.
10. Demonstrate the ability to properly implement selected skills applicable to the adult/gerontological client's gastrointestinal system.
11. Demonstrate the ability to properly assist adult/gerontological clients with positioning, ambulation, transfers, and range of motion exercises.
12. Demonstrate the ability to properly implement selected skills applicable to the adult/gerontological client's urinary system.
13. Demonstrate the ability to properly assess and interpret blood sugar values in the adult/gerontological client.
14. Demonstrate the ability to properly apply a sequential compression device/ plexi pulse or anti-embolism stockings.
15. Demonstrate the ability to document the administration of treatments and procedures.

III. THECB Learning Outcomes (WECM)

1. Describe the roles of the nurse in the delivery of health care.
2. Performance of basic nursing skills.
3. Apply basic systematic problem-solving using critical thinking.

IV. Evaluation

A. Proficiency Exam

Any student wishing to take 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.)

B. Articulation

Articulated credit from many area high schools is available for graduates with high school health occupations courses. Students who have previously completed a vocational nursing program will be able to transfer their vocational nursing courses to this program under the Texas Nursing Articulation Plan.

C. Course Grading Criteria

The grade in RNSG 1413 will be computed as follows:

Unit Exams	60%
Comprehensive Final Exam	35%
Quizzes	5%
Laboratory Skills	<u>Pass/Fail</u>
TOTAL	100%

D. Remediation

Students who do not pass an exam with a grade of 75 or better will receive a counseling form for Remediation.

It is highly recommended that the student follow the instructions on the counseling form. It is also highly recommended that the student attend all Retain sessions for the course and utilize the textbook resources on the internet.

E. Grading Scale

A = 90 – 100
B = 80 – 89
C = 75 – 79
F = Below 75

This course is required for completion of studies leading to the Associate Degree in Nursing. A grade of 75% or above is needed to pass this course. Students not obtaining 75% (C) or above in this course must retake the course prior to progression to the next course.

**See the following procedures in the Nursing Student Handbook:
Rounding of Grades
Scholastic Dishonesty**

F. Attendance

See procedure on Course Pursuit in the Nursing Student Handbook.

G. Program Procedures

All procedures found in the Nursing Student Handbook will be adhered to throughout this course.

V. Disability Statement (Americans 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. Six 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.