

# El Paso Community College

## Syllabus

### Part II

## Official Course Description

<b>SUBJECT AREA</b>	<b>Nursing</b>						
<b>SUBJECT RUBRIC AND NUMBER</b>	<b>RNSG 1447</b>						
<b>COURSE TITLE</b>	<b>Concepts of Clinical Decision-Making</b>						
<b>COURSE CREDIT HOURS</b>	<table border="0" style="width: 100%; text-align: center;"> <tr> <td><b>4</b></td> <td><b>3:</b></td> <td><b>3</b></td> </tr> <tr> <td><b>Credits</b></td> <td><b>Lec</b></td> <td><b>Lab</b></td> </tr> </table>	<b>4</b>	<b>3:</b>	<b>3</b>	<b>Credits</b>	<b>Lec</b>	<b>Lab</b>
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<b>Credits</b>	<b>Lec</b>	<b>Lab</b>					

### I. Catalog Description

Provides the integration of previous knowledge and skills into the continued development of the professional nurse as a provider of patient-centered care, patient safety advocate, member of health care team, and member of the profession. Emphasizes clinical decision-making for clients in medical-surgical settings experiencing health problems involving all body systems: gastrointestinal disorders, endocrine and metabolic disorders, reproductive and sexual disorders, musculoskeletal disorders, eye-ear-nose-throat disorders and integumentary disorders. Discusses the knowledge, judgment, skills, and professional values within a legal\ethical framework. Differentiates between the roles and functions of the Licensed Vocational Nurse and the Registered Nurse. 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 RNSG 1327. (3:3).**  
**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. Discuss critical thinking and the use of a systematic problem-solving process with emphasis on implementation and evaluation for selected adult patients, and their families, who have common medical/surgical health care needs. **(SLO #3)**
  2. Discuss the collaboration of the interdisciplinary health care team when providing care for adult patients, and their families, who have common medical-surgical health care needs that relate to each body system. **(SLO #6)**
  3. Examine implementation of evidence-based nursing care for adult patients, and their families, who have common medical/surgical health care needs that relate to each body system. **(SLO #5)**
  4. Use critical thinking to identify biological, psychological, sociological, cultural, and communicating needs of adult patients, and their families, who have common medical/surgical conditions. **(SLO #3,6)**
  5. Explore the professional nurse's role as a communicator with adult patients, and their families, who have common medical-surgical conditions. **(SLO #3)**
  6. Develop teaching plans for hypothetical adult patients who have common medical/surgical conditions. **(SLO #2)**

7. Explain how “Watson’s Theory of Human Caring’ can be applied to the care of adult patients, and their families, who have common medical/surgical conditions. **(SLO #3)**
8. Explore how values, patient’s/family’s/nurse’s, and United States health care trends impact the professional nurse’s practice as regards the care of patients who have common medical/surgical conditions. **(SLO #3, 4, 6)**

**B. Unit II: Member of the Health Care Team**

1. Discuss interdisciplinary collaboration in the implementation and evaluation of care for adult patients, and their families, who have medical/surgical health care problems. **(SLO #3, 6)**
2. Discuss how the nurse can advocate for the rights of adult patients who have common medical-surgical health care conditions. **(SLO #4)**
3. Examine the role of the professional nurse as regards supervision and delegation of duties relative to adult patients who have common medical/surgical health care problems. **(SLO # 4,6)**
4. Describe resources that facilitate continuity of care, health promotion, maintenance and restoration, and disease prevention for adult patients who have common medical/surgical health care problems. **(SLO #5)**
5. Explain the use of clinical technology and informatics in the care of adult patients who have common medical/surgical health care problems. **(SLO #5)**

**C. Unit III: Member of the Profession**

1. Discuss specific legal concepts and ethical issues that impact the care of patients with common medical/surgical conditions. **(SLO #4)**
2. Discuss activities that promote the growth, development and practice of professional nursing while in the Common Concepts of Adult Health course. **(SLO #1)**
3. Discuss professional learning needs as they relate to the care of patients with common medical/surgical disorders. **(SLO #1)**

**D. Unit IV: Patient Safety Advocate**

1. Explore the nurse’s role in promoting safety for adult patients with common medical/surgical conditions, consistent with current safety standards and requirements. **(SLO #3, 5)**
2. Describe strategies for maintaining a safe environment for adult patients and their families with common medical/surgical conditions, consistent with current safety standards and requirements. **(SLO #3, 5)**
3. Examine disaster planning and bioterrorism as it relates to adult patients with common medical/surgical conditions. **(SLO #6)**

**E. Unit V: Laboratory Skills**

Demonstrate competency in the performance of the following skills: **(SLO #5, 6)**

1. Oropharyngeal and nasotracheal suctioning, with specimen collection.
2. Set-up and management of continuous bladder irrigation.
3. Peripheral venipuncture.
4. Initiating and continuing intravenous therapy, inclusive of intravenous “piggybacks.”
5. Converting a peripheral intravenous line to an intermittent infusion device.
6. Suture/staple removal.
7. Nasogastric tube (for lavage) insertion, management, and removal.
8. Use of ophthalmoscope.
9. Assessment of cranial nerves.
10. Final lab examination.

### III. THECB Learning Outcomes (WECM)

1. Utilize critical thinking and a systematic problem-solving process as a framework for providing care for clients in structured health care settings experiencing health problems involving gastrointestinal disorders, endocrine and metabolic disorders, reproductive and sexual disorders, musculoskeletal disorders, eye-ear-nose-throat disorders and integumentary disorders.
2. Integrate the roles of the professional nurse in the provision of care for clients and families.

### IV. Evaluation

- A. Pre-Assessment of Drug Calculations: See procedure in Nursing Student Handbook.
- B. 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. All nursing courses can be challenged with the exception of RNSG 2221/2261, Management of Client Care (Theory and Clinical). (See College Proficiency Exam Procedure.)

- C. Articulation

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

- D. Unit Written Tests

Each exam will cover unit objectives (plus math calculations) and will consist of a variety of types of questions (e.g., multiple choice, fill-in-the blank, select all that apply, prioritization). **In addition, students may be tested on previous learning (as it applies to RNSG 1441 material) from both nursing and non-nursing courses and from material already covered in RNSG 1441. Nursing process, caring, and communication will be integrated throughout the exams.** Examinations have specific time limits.

**Refer to the following procedures in the Nursing Student Handbook:** Scholastic dishonesty; written examinations; standardized testing. **\*Special note regarding standardized testing:** Students are required to take the proctored Assessment Technologies Institute (ATI) medical-surgical nursing 1 test that will be scheduled toward the end of the semester. Prior to taking the proctored test, the student must score at least an 85% on the practice medical-surgical nursing 1 test. The practice test may be taken on any computer at any time and may be retaken until the student scores at least an 85% (although 24 hours must pass prior to retesting). Students will begin taking the practice test during the third week of the semester and are expected to complete any ATI-recommended remediation prior to retesting. Students who would otherwise pass the course but (a) cannot take the proctored test on its scheduled date/time secondary to not scoring at least 85% on the practice test or (b) do not take the proctored test on its scheduled date/time will receive an "Incomplete" in the course. Incomplete grades will be resolved at the instructor's convenience. (Note: Students who arrive late to the proctored test will not be allowed to take it.)

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

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.

Useful ATI resources: Students are strongly encouraged to utilize the following:

- RN Adult Medical Surgical Nursing review module;
- Learning Systems RN practice exams (Medical-surgical: cardiovascular/hematology; dermatological; endocrine; gastrointestinal; immune and infections; musculoskeletal; neurosensory; renal and urinary; respiratory) and the medical-surgical final exam.
- Nurse Logic, which includes five modules that address how to take nursing exams.

E. Quizzes

Quizzes pertain to material covered in lecture and lab.

F. Lab Skills

Students will be held accountable for the performance of the specified lab skills and attendance at lab demonstrations and scheduled skill practice sessions is required.

G. Course Grade

The course grade will be determined by:

Assignments	2%
Quizzes	10%
Unit Exams	60%
Lab Skills	6%
Final Lab Exam	2%
Final Exam	20%

The student must obtain a minimum of 75% in the course for successful completion. The following grading scale will be used:

A = 90 – 100
B = 80 – 89
C = 75 – 79
D = 70 – 74
F = 0 – 69

**See procedure on “Rounding of Grades” in the Nursing Student Handbook.**

A variety of resources are available to the student who desires/requires academic assistance; instructors can refer students to these resources.

H. Attendance

**See procedure in the Nursing Student Handbook.**

**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