

El Paso Community College
Syllabus
Part II
Official Course Description

SUBJECT AREA	<u>Nursing</u>						
COURSE RUBRIC AND NUMBER	<u>RNSG 1360</u>						
COURSE TITLE	<u>Clinical-Registered Nursing-Registered Nurse</u>						
COURSE CREDIT HOURS	<table style="display: inline-table; border: none;"> <tr> <td style="text-align: center; padding: 0 10px;"><u>3</u></td> <td style="text-align: center; padding: 0 10px;"><u>0</u></td> <td style="text-align: center; padding: 0 10px;"><u>: 10</u></td> </tr> <tr> <td style="text-align: center; font-size: small;">Credits</td> <td style="text-align: center; font-size: small;">Lec</td> <td style="text-align: center; font-size: small;">Lab</td> </tr> </table>	<u>3</u>	<u>0</u>	<u>: 10</u>	Credits	Lec	Lab
<u>3</u>	<u>0</u>	<u>: 10</u>					
Credits	Lec	Lab					

I. Catalog Description

Provides a health-related work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts to patients with medical-surgical needs and with major psychiatric disorders. Direct supervision is provided by the clinical professional. Students must have current state licensure as an EMT-LP 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 MATH 1314 or MATH 1324 or MATH 1342 and RNSG 1301. Corequisite: RNSG 1517. (0:10). Professional Practice Insurance required. ATI Testing Fee-RN.**

II. Course Objectives**A. Unit I. Provider of Patient-Centered Care**

1. Discuss critical thinking and the use of a systematic problem-solving process for selected adult patients, and their families, who have common medical/surgical or mental health care needs. (SLO #2, #3, #4, & #5)
2. Examine the implementation of professional standards of care and evidence-based nursing care for adult patients, and their families, who have common medical/surgical health care needs or behavioral health needs. (SLO #5)
3. Use critical thinking to identify biological, psychological, sociological, cultural, and communicating needs of adult patients and their families who have common medical-surgical or behavioral health disorders. (SLO #3, #4, #5 & #6)
4. Explore the professional nurse's role as a communicator with adult patients, and their families, who have common medical/surgical health care needs or behavioral health disorders. (SLO #3 & #5)
5. Develop teaching plans for hypothetical patients who have a common medical/surgical condition or behavioral health disorder. (SLO #2 & #5)
6. Explain how "Watson's Theory of Human Caring" can be applied to the care of patients, and their families, with common health problems or behavioral health disorders. (SLO #3)
7. Examine how the nurse's personal and professional values influence care of patients with common medical/surgical conditions or behavioral health disorders. (SLO #4 & #6)

B. Unit II. Member of the Healthcare Team

1. Discuss interdisciplinary collaboration in the implementation and evaluation of care for adult patients, and their families, with common medical/surgical health care problems or behavioral health disorders. (SLO #3 & #6)

2. Discuss how the nurse can advocate for the rights of adult patients, and their families, with common medical/surgical health care problems or behavioral health disorders. (SLO #4 & #6)
3. Examine the role of the professional nurse regarding supervision and delegation of duties relative to adult patients, and their families, with common medical/surgical health care problems or behavioral health disorders. (SLO #4 & #6)
4. Describe resources that facilitate continuity of care, health promotion, maintenance, restoration, and disease prevention for adult patients who have common medical/surgical health care problems or behavioral health disorders. (SLO #3& #6)
5. Explain the use of clinical technology and informatics in the care of adult patients, and their families, with common medical/surgical health care problems or behavioral health disorders. (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 or behavioral health disorders. (SLO #4)
2. Discuss activities that promote the growth, development, and practice of professional nursing while in the Concepts of Nursing Practice I for Articulating Students. (SLO #1)
3. Discuss professional learning needs as they relate to the care of patients with common medical/surgical or behavioral health disorders. (SLO #1)

D. Unit IV. Patient Safety Advocate

1. Explore the nurse's role in promoting safety when caring for adult patients with common medical-surgical conditions or behavioral health disorders, consistent with current safety standards and requirements. (SLO #4 & #5)
2. Describe strategies for maintaining a safe, supportive, protective environment for adult patients, and their families, with common medical/surgical conditions or behavioral health disorders. (SLO #4 & #5)
3. Examine disaster planning and bioterrorism as it relates to adult patients with common medical/surgical conditions or behavioral health disorders. (SLO #5 & #6)

E. Unit V. Laboratory Component

1. Demonstrate competency in the performance of the following laboratory skills in the clinical setting, adhering to specified criteria and using critical thinking and the nursing process as a guide, to include the following skills: (SLO#5,#6)
2. Demonstrate the ability to properly conduct a general survey, and a 60 second safety assessment.
3. Demonstrate the ability to properly conduct a complete physical assessment, mini head to toe and individual focused assessment of the adult medical/surgical and/or mental health patient.
4. Demonstrate the ability to properly assess and interpret an adult patient's vital signs.
5. Demonstrate the ability to implement hygienic care for an adult patient.
6. Demonstrate the ability to initiate maintain, and manage intravenous therapy, inclusive of intravenous piggybacks (IVPB).
7. Demonstrate the ability to properly implement applicable to the adult respiratory system.
8. Demonstrate the medical and surgical asepsis and the use of isolation techniques as appropriate.

9. Manage, insert, and remove a nasogastric tube (NGT). Demonstrate the ability to properly monitor and care for adult patients receiving enteral tube feedings.
10. Demonstrate the ability to properly implement selected skills applicable to the adult gastrointestinal system.
11. Demonstrate the ability to properly assist adult patients with positioning, ambulation, transfers, and range-of-motion exercises.
12. Demonstrate the ability to properly implement selected skills applicable to the adult patient's urinary system.
13. Demonstrate the ability to properly assess and interpret blood sugar values in the adult patient.
14. Demonstrate the ability to properly apply anti-emboli stockings and sequential compression devices.
15. Demonstrate the ability to administer medications, adhering to the "Ten Rights" of medication administration.
16. Demonstrate the ability to document the administration of medications, treatments, and procedures to include the patient's response.

III. THECB Learning Outcomes (WECM)

As outlined in the learning plan, apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry and will demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry.

IV. Evaluation

A. Proficiency Exam

Any student wishing to do a Proficiency Exam for a nursing course should speak to the Dean of Nursing and/or to the Nursing Student Coordinator. All nursing courses can be challenged (if available) with the exception of RNSG 2221/2261, (Management of Patient Care).

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 final clinical grade for RNSG 1261 will be calculated as follows:

1.	ADN Competencies	65%
2.	Graded Nursing Care Plan	20%
3.	Graded Teaching Plan/Presentation.....	<u>15%</u>
		100%

The student must obtain a minimum of 78% in this course for successful completion. The following grading scale will be used:

Grading Scale

90 – 100 = A
80 – 89 = B
78 – 79 = C
70 – 77 = D
0 – 69 = F

See procedure on Rounding of Grades in Nursing Student Handbook.

There will be no alterations of grade calculations.

This course is required for completion of studies leading to the Associate Degree in Nursing. A grade of 78% or above is needed to pass this course.

Students not obtaining a grade of C (78%) or above in this course must retake the course prior to graduation from the nursing program.

See procedure on rounding of grades in the Nursing Student Handbook.

Final course grades will NOT be rounded to the closest whole number. A 78% is needed to pass the course with no rounding (i.e., 77.7 would be recorded as 77 and not rounded up to 78; 89.9 would be recorded as 89 and would not be rounded up to 90).

There will be no alterations of grade calculations.

This course is required for completion of studies leading to the Associate Degree in Nursing. A grade of 78% or above is needed to pass this course.

Students not obtaining a grade of C (78%) or above in this course must retake the course prior to progressing in the nursing program.

I. ATI Assessment

Students are required for course completion to take the Proctored ATI Assessment as scheduled, or they will receive a grade of “I” incomplete for the course. Although it is mandatory to take the Proctored ATI Assessment it will not affect whether or not the student passes the clinical course. All students must obtain an 85 on the practice ATI prior to taking the proctored ATI exam. The practice ATI exam may only be taken once in 24 hour period.

All students are required to do a focus review and provide proof to the instructor. All students must complete ATI proctored exam to receive a grade in this clinical course. (RNSG 1360) All students must do the focus review for the ATI proctored exam to receive a grade in the theory and clinical course (RNSG 1360 and RNSG 1517). If the student fails to do focus review for course completion the student will receive an “I” (Incomplete) until the focus review is done. See policy on Standard Testing for Course Completion

D. Hospital Requirements

All students must meet hospital requirements, orientations (General Hospital Orientation session is required every twelve months) and guidelines. Failure to comply will result in an unexcused absence, the deduction of 10 points from the ADN competencies, possible dismissal from the program.

E. Clinical Assignments

Patient selection must be made by the student at the clinical setting or hospital on Sundays as per individual instructor requirements. Required clinical paperwork must be completed to present to the clinical instructor at the assigned time on Monday morning. **Failure to do this will result in an unexcused clinical absence and the student will be sent home and/or (10) points will be deducted from his/her ADN competency score.**

Students are expected to perform previously learned skills with competence. Failure to do so constitutes unsafe practice. All discipline/college policies related to Scholastic Dishonesty, Student Absenteeism, Clinical Grades and Criteria for Unsafe Clinical Practice, as well as the procedure on City Wide Hospital Orientation must be followed. Please see the Nursing Student Handbook and the current College Catalog.

F. Late Work

Any work to be handed in is due on the date assigned. Late work will not be accepted.

G. Drug Dosage Procedure

1. See Procedure in Pre-Clinical Drug Calculation Assessment in the Nursing Student Handbook
2. No medications will be given by the student until the pre-assessment drug calculation exam is passed with a minimum score of 85%; ten points will be deducted for each clinical day that the student is unable to pass medications secondary to not achieving at least 85% on the exam.

H. ADN Competencies

The course consists of one medical-surgical clinical rotation with two ADN competency evaluations. The ADN Competencies evaluate the student's ability to function as a Member within the Profession of Nursing, as a Provider of Care, and as a Coordinator of Care. Evaluation in these areas will be determined by the student's preparation for clinical activities and performance of patient care. Criteria for evaluating the student's performance in each of these roles are specified on the ADN Competency evaluation tool.

I. Nursing Care Plan

The student will be required to complete one graded nursing care plan during the clinical rotation. This care plan is independent of the daily care plan preparation evaluated on the ADN Competencies. The graded nursing care plan must be submitted on the date specified by the clinical instructor and should have two nursing diagnosis completed through the re-assessment portion. (See Nursing Care Plan Grading Criteria).

J. Teaching Plan

The student will be required to complete one graded teaching plan during the clinical rotation. This teaching plan is independent of the teaching evaluated on the ADN Competencies. (See Teaching Plan Grading Criteria).

K. Daily Preparation

The student must come prepared to care for the assigned patients each clinical day. Part of that preparation includes a nursing care plan. The student is required to have a plan of care for the patient on the first clinical day. The student will then evaluate/reassess that plan prior to the next clinical day, plus have a second plan of care for the second clinical day. The student will evaluate

and reassess the second plan of care prior to submitting the clinical paperwork on the scheduled due date.

L. Attendance

The student has the responsibility of attending and participating in clinical activities and continuing to pursue course objectives. Lack of attendance in clinical and post-conference classes places the student in jeopardy of not being able to complete course objectives.

M. Remediation

Students having difficulty in this course will be counseled. RETAIN sessions are conducted throughout the semester for students who need assistance in meeting course objectives. Instructors are also available in the open laboratory for students needing assistance in practicing skills. Failure to meet the stated recommendations will place the student in jeopardy of failing the 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. 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

Student Learning Outcomes – SLO’s	
1.	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.	Integrate teaching-learning principles by developing, presenting, evaluating and modifying teaching plans to meet the needs of patients and their families.
3.	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.	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.	Provide evidence-based nursing care that promotes safety for the patient, family and their environment, while utilizing current technologies and nursing informatics.
6.	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

Sept. 2014