

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

<b>SUBJECT AREA</b>	<b>Nursing</b>								
<b>COURSE RUBRIC AND NUMBER</b>	<b>RNSG 1327</b>								
<b>COURSE TITLE</b>	<b>Transition to Professional Nursing</b>								
<b>COURSE CREDIT HOURS</b>	<table border="0" style="margin-left: auto; margin-right: auto;"> <tr> <td style="border-bottom: 1px solid black; padding: 0 10px;"><b>3</b></td> <td style="border-bottom: 1px solid black; padding: 0 10px;"><b>3</b></td> <td style="border-bottom: 1px solid black; padding: 0 10px;"><b>:</b></td> <td style="border-bottom: 1px solid black; padding: 0 10px;"><b>1</b></td> </tr> <tr> <td style="padding: 0 10px;">Credits</td> <td style="padding: 0 10px;">Lec</td> <td style="padding: 0 10px;"></td> <td style="padding: 0 10px;">Lab</td> </tr> </table>	<b>3</b>	<b>3</b>	<b>:</b>	<b>1</b>	Credits	Lec		Lab
<b>3</b>	<b>3</b>	<b>:</b>	<b>1</b>						
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. Differentiate between roles of the professional nurse as provider of patient-centered care, patient safety advocate, member of the health care team and member of the profession; planning comprehensive care for patients and their families; demonstrate skills for safe basic professional nursing care. 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. Prepares the student to utilize the nursing process with emphasis on specialized assessments and reassessments based on evaluation. 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 PSYC 2314 and RNSG 1115 and RNSG 1301. Corequisites: RNSG 1262 and RNSG1347 and RNSG 1144. (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,& #5)
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)

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&#5)
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 to include informing patients and physicians on one-to-one care and transfer of care. (SLO#3&#5)
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&#5)
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, facilitating 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&#6)
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&#6)
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)
6. Analyze the nurse's role in transition of care to include, planning for discharge upon admission, assembling list of resources, notifying physician, initiating referrals, ensuring safe patient transfer and complete documentation.

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

1. Explore specific legal concepts/requirements 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) (DACUM chart 11.7)

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&#4)
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&#4)
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&#5)
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&#5)
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&#6)

**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&#4)

**III. STUDENT LEARNING OUTCOMES: ASSOCIATE DEGREE NURSING**

Nursing Program Student Learning Outcomes (SLO’s) assess the knowledge, skill/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 El Paso Community College Mission Statement, Institutional Strategic Goals, 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.	Integrate teaching-learning principles by developing, presenting and modifying teaching plans to meet the need of patients and their families.

2.	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.
3.	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.
4.	Provide evidence-based nursing care that promotes safety for the patient, family and their environment, while utilizing current technologies and nursing informatics.
5.	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

Final - 6-7-12

Revised: 09-12

Reviewed: 08-14

Reviewed: 12-15

Revised: 05-18

#### IV. 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.

#### V. 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 and ATI	65%
Quizzes/Presentations	10%
Final Comprehensive Examination	<u>25%</u>
<b>TOTAL</b>	<b>100%</b>

- The average of the unit exams will count 65% of the total course grade. If the student does not receive a 78% or higher on each exam a counseling form will be completed with a plan of action for improvement.
- The average of the quizzes will count 10% 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.
- 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.
- 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
78 - 79	= C
70 - 77	= D
69 and below	= F

A final course grade of 78% or above is required to pass this course. Students not obtaining a 78% (C) or above in this course must retake this course. Final course grades will not be rounded to the closest whole number (i.e. 77.7 would be recorded as 77.7 and not rounded up to 78; 89.9 stays 89.9 and would not be rounded up to 90.)

## F. Remediation

The student who does not receive a minimum of 78% 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 ([www.atitesting.com](http://www.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:** Three unit exams and the ATI Proctored Assessment Tests (will be averaged between Mental Health, Pediatrics, and Maternal Newborn) as well as a comprehensive final exam will be given.

A. ATI Assessment

Students are required to take the proctored Assessment Technologies Institute (ATI) Maternal Newborn Assessment which will be scheduled towards the end of the semester. Prior to taking the Maternal Newborn Proctored Assessment, the student must score at least an 85% on the practice Maternal Newborn Assessment. The first practice test will be scheduled by the instructors however retake practice Assessment 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). Each retake the student is required to do remediation with a written focus review Students will begin taking the practice test during the sixth week of the semester and are expected to complete the focused review on any items missed prior to retesting. Instructors will individualize assignment according to the student's lowest score on the Practice assessment this assignment must be turned in before taking Proctored ATI Assessments for each of the 3 areas in this course. Students who would otherwise pass the course but (a) cannot take the proctored tests on their scheduled date/time secondary to not scoring at least 85% on the practice test or (b) do not take the proctored tests on the scheduled dates/times 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 tests will not be allowed to take them.)

**Students who do not take the ATI assessment at the scheduled time/date will receive an incomplete grade for the class.**

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

**Students will receive an Exam Grade according to their achievement level on the Average of the 3 exams for Mental Health, Pediatrics, and Maternal Newborn. A level of 3 will be 90, Level 2 will be 85, Level 1 will be 77 and Level below 1 will be 69.** The proctored test may be taken only once. No points will be given for RNSG 2263 but the ATI Test must be taken for course completion.

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

- RN Maternal Newborn Nursing review module
- Review modules for all courses are available on the homepage for ATI under resources
- Remediation Templates
- Practice Assessments: maternal newborn
- Tutorials: Nurse Logic (modules to help with critical thinking, reading, comprehension and test taking skills), Skills modules, and Learning System RN (more practice assessments)

\*\*Focus review must be done for the practice assessments for each section in order to take the proctored exam.

\*\*\* All students must complete a Focus Review for each proctored exam for course completion of both RNSG 1327 and 1262.

**VI. 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).

**VII. 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.

**VIII. Title IX and Sex Discrimination**

Title 9 (20 U.S.C. 1681 & 34 C.F.R. Part 106) states the following "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance." The Violence Against Women Act (VAWA) prohibits stalking, date violence, sexual violence, and domestic violence for all students, employees and visitors (male and female). If you have any concerns related to discrimination, harassment, or assault (of any type) you can contact the Assistant to the Vice President for Student and Enrollment Services at 915-831-2655. Employees can call the Manager of Employee Relations at 915-831-6458. Reports of sexual assault/violence may also be reported to EPCC Police at 915-831-2200.