

El Paso Community College

Syllabus

Part II

Official Course Description

SUBJECT AREA	<u>Nursing</u>
SUBJECT RUBRIC AND NUMBER	<u>RNSG 1144</u>
COURSE TITLE	<u>Nursing Skills II</u>
COURSE CREDIT HOURS	<u>1 1 :</u> Credits Lec Lab

I. Catalog Description

Studies the concepts and principles necessary to perform intermediate or advanced nursing skills for the adult patient, applies clinical reasoning, and demonstrates competence in the performance of nursing procedures. Content includes knowledge, judgment, skills, and professional values within a legal/ethical framework of the professional nurse as a provider of patient-centered care, patient safety advocate, member of health care team, and member of the profession. Prepares the student to utilize the nursing process with emphasis on assessments, development of the nursing diagnosis, planning, implementation and reassessment based on evaluation. Students must be currently licensed as a vocational nurse and be admitted as an advanced placement student in the nursing program to stay enrolled 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 PSYC 2314 and RNSG 1115 and RNSG 1301. Corequisites: RNSG 1347 and RNSG 1262 and RNSG 1327. (1:1). 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. Discuss critical thinking and the use of a systematic problem-solving process and its correlation to nursing concepts, skills and procedures. (SLO#2)
 2. Examine the integration of evidence-based interventions for adult patients, and their families while performing nursing skills. (SLO #4)
 3. Use critical thinking to identify biological, psychological, sociological, cultural, and communicating needs of adult patients and their families as it relates to nursing skills (SLO #2, #3, #4 & #5) (**DACUM Chart 1.2, 1.3**)
 4. Explore the professional nurse's role as a communicator with adult patients, their families, and the interdisciplinary health team in the provision of nursing skills. (SLO #2 & #4) (**DACUM Chart 7.4**)
 5. Develop teaching plans for hypothetical patients, discuss the value of education as it relates to nursing concepts and skills (SLO #1 & #4) (**DACUM Chart 6.1-6.20**)
 6. Explain the role of caring in building a nurse-patient relationship while performing nursing skills. (SLO #2) (**DACUM Chart 2.3, 2.16**)
 7. Examine how the nurse's personal and professional values influence care as it relates to nursing skills (SLO #3 & #5) (**DACUM Chart 2.16**)

8. Explore the differences between the LVN and the RN in the accountability and responsibility of the quality of patient-centered nursing care, including skills. **(SLO# 3)**
9. Discuss the role of the LVN versus the RN as an advocate to promote the provision of quality patient-centered care, including nursing skills. **(SLO#2)**

B. Unit II. Member of the Health Care Team

1. Discuss interdisciplinary collaboration in the implementation and evaluation of nursing care for adult patients, and their families. **(SLO #2 & #5)**
2. Discuss how the nurse can advocate for the rights of adult patients, and their families, as it relates to nursing skills. **(SLO #3 & #5) (DACUM Chart 7.10)**
3. Explain the use of clinical technology and informatics in the provision of nursing care, including skills. **(SLO #4) (DACUM Chart 12.13)**

C. Unit III. Member of the Profession

1. Analyze specific legal concepts and ethical issues that impact patient care as it relates to nursing skills. **(SLO #3) (DACUM Chart 11.3)**

D. Unit IV. Patient Safety Advocate

1. Explore the nurse's role in promoting safety consistent with current federal, state, and local government and accreditation organizations, as well as local health care facilities' safety standards and requirements while performing nursing skills. **(SLO #2, 4) (DACUM Chart 1.6, 1.7)**
2. Summarize strategies for maintaining a safe environment consistent with current safety standards and requirements while performing nursing skills. **(SLO #2, 4) (DACUM 3.6, 3.7, 3.8, 3.9)**

E. Unit V. Laboratory Skills

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

1. Nasotracheal suctioning with specimen collection. **(DACUM Chart 12.6)**
2. Peripheral venipuncture. **(DACUM Chart 12.6)**
3. Initiating and management of intravenous therapy. **(DACUM Chart 12.6)**
4. Nasogastric tube insertion, management, and removal. **(DACUM Chart 12.6)**

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. 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.

V. Evaluation

A. PRE-CLINICAL DRUG CALCULATION ASSESSMENT

Mastery of drug calculations must be demonstrated for all nursing clinical courses. **A score of 90% or higher on a preclinical drug calculation assessment examination must be received.** Students must receive the **90% score prior to administering medications in the clinical setting.** This applies to all students taking or auditioning a theory or a clinical course to include the first semester. This will validate their knowledge and skills as they prepare to advance to the next course and provide an opportunity for remediation, if appropriate. **The first attempt at the calculation examination/math test will be counted as a theory quiz.** A 10–point deduction from the A.D.N./VN Competencies (clinical evaluation) for each day the medications cannot be administered plus other areas as applicable. **The Math exam will be offered once weekly.**

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 questions (e.g., multiple choice, fill-in-the blank, select all that apply, prioritization). In addition, students may be tested on previous learning from both nursing and non-nursing courses. Nursing process, caring, and communication will be integrated throughout the exams. Examinations have specific time limits.

E. Assessment Technologies Institute (ATI) Assessment

Students must create an account at the ATI website (www.atitesting.com) at the start of the course and keep a record of their user ID/password. In addition, students must watch the series of videos titled “ATI Plan - Student Orientation” and take the student orientation quiz, obtaining at least an 85%. This has to be completed by due date stated in calendar.

ATI assignments for selected skills will be assigned as stated in course packet. Students are expected to complete these, to include the post-test, by the due date on the calendar. If these is not done, the student will receive a re-do for the skill.

F. Quizzes/Assignments/Discussions

Quizzes, assignments, and discussions pertain to material covered in lecture and laboratory, as well as material previously mastered. Quizzes and assignments can be written or online.

C. Lab Skills

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

D. Course Grade

The course grade will be determined by:

Quizzes/Assignments/Discussions	5%
Unit Exams	65%
Laboratory Skills	5%
Final Exam	25%

The student must obtain a minimum of 78% in the course for successful completion. Students not passing the course will receive a Student Exit Data form with recommendations for improvement so that the student can be successful in the future. The student will need to apply to the Applicant Review Committee for the nursing program. The following grading scale will be used:

A = 90 – 100
B = 80 – 89
C = 78 – 79
D = 70 – 77
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.

E. Attendance

See procedure in the Nursing Student Handbook.

F. Safe Assign

This course requires nursing assignment to be submitted thru Safe Assign plagiarism-checking tool that is built into Blackboard without exception. Papers will be submitted in electronic form. Students may not “opt out” of Safe Assign.

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.