El Paso Community College
Syllabus
Part II
Official Course Description

SUBJECT AREA ___**Nursing**_____

SUBJECT RUBRIC AND NUMBER ___**RNSG 1347**_____

COURSE TITLE ___**Concepts of Clinical Decision-Making**___

COURSE CREDIT HOURS ___**3**_____**3**___:___**1**_____
                                                 Credits   **Lec**   **Lab**

I. Catalog Description

Integrates 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: 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. Utilizes critical thinking for providing care for clients in structured health care settings. 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. Prepares the student to develop and utilize a systematic problem-solving process by way of the nursing process with emphasis on assessments, including mental health. 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 RNSG 1327. (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.   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 versus the LVN 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.   Explore the differences between the LVN and the RN in the accountability and responsibility for the quality of patient-centered nursing care provided to adult. **(SLO #4)**

2.   Compare and contrast the role of the LVN versus the RN as an advocate to promote the provision of quality patient-centered nursing care for adult clients. **(SLO #3)**

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 Concepts of Decision Making 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.   Set-up and management of continuous bladder irrigation.
2.   Use of ophthalmoscope.
3.   Assessment of cranial nerves.

4.   Indwelling catheter insertion and management.

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. 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

Several threads of the curriculum will be tested on each exam. The student should be prepared to be tested on the following areas: math, nursing process, patient teaching, communication, safety, informatics and pharmacology as related to course objectives. In addition, students may be tested on previous learning from both nursing and non-nursing courses. Each exam will consist on a variety of types of questions (e.g., multiple choice, select all that apply, prioritization. Examinations have specific time limits

E.   ATI Assessment

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

In addition, students must watch the ATI videos on how to take practice and proctored tests and how to access results/remediation (these can be found by going to "tutorials→ ATI plan→ steps to success"). Students must provide their counseling instructor with a copy of the ATI transcript showing proof of video reviews (due date will be listed on course calendar).

Refer to the following procedures in the <u>Nursing Student Handbook</u>: Scholastic dishonesty; written examinations; standardized testing. ***Special note regarding standardized testing:** Students are required to take the Assessment Technologies Institute (ATI) Practice medical-surgical exam. The practice ATI exam is scheduled on your course calendar. Students who do not score at least an 85% on the practice exam must retake the exam until the required score is met. This exam can be taken in any computer at any time (although 24 hours must pass prior to retesting). Each retake the student is required to do remediation with a written focused review. Students are expected to complete the focused review on any items missed prior to taking the Proctored ATI exam. Remediation proof should be submitted to their counseling instructors prior to the scheduled Proctored ATI exam.

The Proctored ATI exam will be administered towards the end of the semester. Students who do not score at least an 85% on the exam must complete the ATI Medical-Surgical Practice tests until an 85% is met, remediation must be submitted to their counseling instructors—prior to the end of the course.

Students who do not complete practice and/or proctored ATI remediation will—if they are passing the course—receive an "incomplete" in the course until such time that the remediation has been completed. Students are cautioned that incompletes will be resolved contingent upon instructor availability. 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 <u>not</u> be allowed to take it.**)

The Proctored ATI RN Assessment will count as an Exam Grade. The student will be given a score based on the level of achievement earned on the assessment.

Level III=   90

Level II=   85
Level I =   77
Below Level I =   69

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

RN Leadership Nursing review modules
Remediation Templates
Practice RN leadership Assessments
Tutorials: Nurse Logic, Skills modules and Learning System RN

F.   Quizzes

Quizzes pertain to material covered in lecture and lab.

G.   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 <u>required</u>.

H.   Course Grade

The course grade will be determined by:

Quizzes/Assignments   5%
Unit Exams and ATI   65%
Lab Skills   3%
Final Lab Exam   2%
Final Exam   25%

The student must obtain a minimum of 78% in the course for successful completion. 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 <u>Nursing Student Handbook</u>.

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

I.   Attendance

See procedure in the <u>Nursing Student Handbook</u>.

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.