

# El Paso Community College

## Syllabus

### Part II

## Official Course Description

SUBJECT AREA	<u>Nursing</u>		
COURSE RUBRIC AND NUMBER	<u>RNSG 1517</u>		
COURSE TITLE	<u>Concepts of Professional Nursing Practice I for Articulating Students</u>		
COURSE CREDIT HOURS	<u>5</u> Credits	<u>4</u> Lec	<u>3</u> Lab

### I. Catalog Description

Provides the articulating student the opportunity to examine the role of the professional nurse; application of a systematic problem-solving process and critical thinking skills related to patient care; and competency in knowledge, judgment, skills, and professional values within a legal/ethical framework. Describes the roles of the professional nurse as provider of patient-centered care, patient safety advocate, member of health care team, and member of the profession. Focuses on patients experiencing health problems involving fundamentals, medical-surgical conditions and major psychiatric disorders. Students must have current state licensure as an EMT-LP to enroll in this course. Prepares the student to utilize critical thinking and the nursing process; emphasizing assessment, diagnosis development, planning, implementation, and 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 RNSG 1301. **Corequisites:** RNSG 1360. (4:3). Lab fee.

### II. Course Objectives

Upon satisfactory completion of the 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 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 families who have common medical-surgical or behavioral health disorders. (SLO #3, #4, #5 & #6)
4. Explores 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. Explains 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 as regards 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 Skills**
- Demonstrate competency in the performance of the following skills:
1. Conduct a general patient survey to include a focused assessment on the following:
    - a. Cardiovascular
    - b. Respiratory
    - c. Gastrointestinal
    - d. Musculoskeletal
    - e. Integumentary
    - f. Urinary
    - g. Reproductive
    - h. Central Nervous System
  2. Properly assess and interpret Adult patients to include gerontological, common medical/surgical, and behavioral health patients vital signs.
  3. Implement hygienic care for adult patients to include gerontological, common medical/surgical, and behavioral health patients.
  4. Implement selected skills applicable to adult patients to include gerontological, common medical/surgical, and behavioral health patients as related to the following systems:

- cardiovascular, respiratory, musculoskeletal, integumentary, urinary, reproductive, central nervous, endocrine, gastro-intestinal.
5. Implement, assess and discontinue intravenous therapy.
6. Demonstrate the administration of medication adhering to specific criteria for oral, topical, enteral, and parental medications.

### 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. Explain the roles of the professional nurse in the provision of care of Adult patients to include gerontological, common medical/surgical, and behavioral health patients and their families.
2. Utilize critical thinking skills and a systematic problem-solving process in providing care for Adult patients to include gerontological, common medical/surgical, and behavioral health patients and their families.
3. Performance of nursing skills.
4. Solve dosage calculation problems.
5. Convert between various medication systems.

## V. Evaluation

### A. Proficiency Exam

Any student wishing to do a Proficiency Exam for a nursing course should speak to the ADN Program Coordinator and/or the Nursing Counselor. All nursing courses can be challenged (if available) with the exception of RNSG 2221/2261, Management of client care (theory and clinical). (See College Proficiency Exam Procedure.)

### 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 Practical Nursing Program will be able to transfer their practical nursing courses to this program under the Texas Nursing Articulation Plan. Articulation plans for the nursing program(s) will be addressed by the nursing counselor.

### C. Remediation

Students who do not pass an exam with a grade of 75 or better will receive a counseling form for Remediation. Students who need/desire to individually review exams with their instructor must do so within one week of receiving their exam score except for the final exam which must be done within one day of receiving their final grade.

### D. Unit Exams

Several threads of the curriculum will be tested on each exam. The student should be prepared to be tested in the following areas on exams: math, history and physical examination, nursing process, nutrition, therapeutic communication, patient teaching, safety, informatics, advocacy and pharmacology, as related to course objectives. RNSG 1517 exams, the ATI Proctored Assessment Test and comprehensive final exam will be given and contain curriculum threads.

### E. ATI Assessment

Students are required to take the Critical Thinking Entrance Assessment (ATI) Assessment Technologies Institute, as well as proctored Fundamentals, Medical Surgical, and Mental Health Assessments which will be scheduled towards the end of each section/semester. Prior to taking the Proctored Assessments, the student must score at least an 85% on the practice assessments. 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). **However students must complete a focused review on the practice assessment on any items missed prior to retesting and before taking the Proctored Assessment.** 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 not completing the required focus review \*\* 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 keep a record of their user ID/password.

**Students, who do not take the ATI assessment at the scheduled time/date or have not completed the required remediation, will receive an incomplete grade for the classes.**

**Students will receive an Exam Grade according to their achievement levels on the Fundamentals, Medical-Surgical and Mental Health Proctored Assessments.** An average

**level of 3 will be 90, an average level 2 will be 85, an average level 1 will be 77, and an average level below 1 will be 69.**

No points will be given for RNSG 1360 but the ATI Test must be taken for course completion.

**The proctored assessments may be taken only once.**

\*\* Focus reviews must be done for the Fundamentals, Mental Health and Medical Surgical practice ATI assessments with an 85% or less grade.

\*\*\*All students must complete a Focused Review for the Fundamental, Mental Health, and Medical Surgical proctored assessments for course completion of both RNSG 1517 and RNSG 1360.

See policy on Standard Testing for Course Completion **Nursing Student Handbook**.

F. Attendance

See procedure on course pursuit in the Nursing Student Handbook.

G. Grading Scale

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

See Rounding of Grade Procedures in **Nursing Student Handbook**.

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 78% (C) or above in this course, must retake the course prior to progressing to the next nursing level.

**Final Course grades will NOT be rounded to the closest whole number. A 78.0% 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 will be recorded as 89 and would not be rounded up to 90).**

See Nursing Student Reentry Policy in **Nursing Student Handbook**.

H. Course Grading Criteria

The grade in RNSG 1517 will be computed as follows:

Unit Exams and ATI.....	60%
Comprehensive Final Exam.....	20%
Quizzes/Assignments.....	10%
Lab Skills/ATI post skills test.....	10%

**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.