

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

<b>SUBJECT AREA</b>	<u>Nursing</u>
<b>COURSE RUBRIC AND NUMBER</b>	<u>RNSG 2261</u>
<b>COURSE TITLE</b>	<u>Clinical – Registered Nursing/Registered Nurse</u>
<b>COURSE CREDIT HOURS</b>	<u>2                      0                      :                      8</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 in coordinating the care of groups of patients. Direct supervision is provided by the clinical professional. Students must successfully complete RNSG 1343 and RNSG 2162 to take/stay enrolled in this course. A grade of “C” or better is required in this course to take the next course. **Prerequisites: RNSG 2201 and RNSG 2262 and RNSG 2263 and RNSG 2308 or RNSG 1262 and RNSG 1327 and RNSG 1347 and RNSG 1144 and RNSG 1343 and RNSG 2162. Corequisites: RNSG 2130 and RNSG 2221. (0:8). Professional Practice Insurance required.**

**II. Course Objectives**

Upon satisfactory completion of the course, the student will be able to:

- A. Unit I. Provider of Patient-Centered Care
1. Use clinical reasoning and knowledge based on the associate degree program of study and evidenced-based practice outcomes as a basis for decision making. **(SLO#4)**
  2. Analyze assessment data to identify problems, formulate goals/outcomes, and develop plans of care for multiple patients and their families using information from evidenced- based practice in collaboration with the interdisciplinary heal care team. **(SLO#4)**
  3. Provide safe, compassionate, and comprehensive nursing care to culturally diverse patients and their families utilizing a variety of health care services. **(SLO#2 & 3)**
  4. Implement the plan of care for patients and their families within legal, ethical, and regulatory parameters. **(SLO#2 & 3)**
  5. Evaluate and report patient outcomes and responses to therapeutic interventions. **(SLO#4)**
  6. Develop, implement, and evaluate teaching plans for patients and their families to address health promotion, maintenance, and restoration. **(SLO#1)**
- B. Unit II. Member of the Health Care Team

1. Coordinate, collaborate, and communicate with culturally diverse patients, their families, and the interdisciplinary health care team to plan, deliver, and evaluate patient-centered care. **(SLO#5)**
2. Serve as a health care advocate in monitoring and promoting quality and access to health care. **(SLO#3)**
3. Refer patients and their families to resources that facilitate continuity of care. **(SLO#5) (DACUM Chart 8.8)**
4. Communicate and manage information using technology to support decision making to improve patient care. **(SLO#4) (DACUM Chart 12.10)**

C. Unit III. Member of the Profession

1. Function within the nurse’s legal scope of practice and in accordance with the policies and procedures of the employing health care institution or practice setting. **(SLO#2 & 3)**
2. Demonstrate responsibility for continuing competence in nursing practice. **(SLO#3)**
3. Assume responsibility and accountability for the quality of nursing care provided to patients and their families. **(SLO#3&4)**

D. Unit IV. Patient Safety Advocate

Implement measures to promote quality and a safe environment for patients, self, and others. **(SLO#4) (DACUM Chart 3.8, 12.7)**

**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)**

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 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.

**V. Evaluation**

A. The grade for RNSG 2261 will be computed as follows:

Nursing Care Plan .....	15% of final grade
Staff Teaching Presentation .....	5% of final grade
Client Teaching Presentation .....	10% of final grade
Clinical Competencies .....	70% of final grade
TOTAL	100%

Grading Scale

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

The mid-term and final clinical evaluation scores on the Clinical Competencies will be averaged yielding the comprehensive evaluation worth 70% of the clinical grade. A grade of 78% or above is needed in order to pass the course. Students not obtaining a grade of 78% or above must retake the course prior to progressing in the Nursing Program. Final course grades will not be rounded to the nearest whole number (i.e., 77.7 would be recorded as 77). There will be no alterations of grade calculations. Students are required to take the Proctored RN Leadership Assessment in the theory course (RNSG 2221). This Assessment will not affect whether or not the student passes the clinical course. All students must complete the ATI proctored assessment, and do the focused review to receive a grade in the theory (RNSG 2221) and clinical course (RNSG2261).

If the student fails to do the focused review for course completion, the student will receive an “Incomplete” until the focused review is done.

See the Nursing Program policy on Standard Testing for Course Completion

B. See the Nursing Student Handbook regarding Scholastic Dishonesty, Student Absenteeism and Clinical Grades, and Criteria for Unsafe Clinical Practice. See also the procedure on City-Wide Hospital Orientation.

C. Remediation

Students having difficulty in this course will be counseled. Students may be referred to the

open lab for assistance with previous skills.

D. 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.**

**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.

NURSING CARE PLAN GRADING CRITERIA

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Client's Initials: \_\_\_\_\_

	Possible Points	Actual
A. Assessment (Data Collection) completes data in each area. (10 points) 1. Biological 2. Psychological (includes Erickson's Stuges) 3. Sociological 4. Cultural 5. Communicating	10	
B. Nursing Diagnoses (Analysis) (10 points) 1. Correct NANDA nomenclature 2. Diagnosis supported with data 3. States correct etiology 4. States specific defining characteristics 5. Includes the three diagnoses with the highest priorities	10	
C. Planning (Goal/Expected Outcomes) (20 points) 1. Prioritizes according to Maslow's Hierarchy 2. Goal addresses the stated nursing diagnosis 3. Expected outcomes are measurable (3 to 4) 4. Goal and expected outcomes are realistic 5. Indicates target dates 6. Indicates date goal was written	20	
D. Implementation (Nursing Orders & Rationales) (30 points) 1. Includes relevant nursing orders (5 nursing orders) 2. Indicates the independent nursing action when a doctor's order is included 3. Nursing orders are specific, including action verb, conditions, when, where, and how 4. Rationale indicates why order will assist in goal achievement 5. Rationale is based on BPS CC principles 6. Includes signature, date, and time at the end of order	30	
E. Evaluation/Reassessment (25 points) 1. Indicates date of evaluation for each goal 2. Evaluation of each expected outcome is supported by data 3. Evaluation of goal is based on the expected outcomes 4. Includes reassessment of data, nursing diagnoses, goal/expected outcomes, and nursing orders 5. States rationale for additions, deletions, or continuation	25	
F. Neatness/Grammar/Spelling (5 points)	5	
<b>Total Score =</b>		

**NOTE:** The student is required to only write and completely follow through with goal/expected outcomes, nursing orders and rationales, and evaluation/reassessment for the three highest nursing diagnoses (of which, one must be psychosocial).

The nursing care plan is due on the scheduled date specified on the course calendar. Failure to submit the written care plan on the specified date will result in five (5) points being deducted for each day past the scheduled date.

Instructor's Signature \_\_\_\_\_

Comments: \_\_\_\_\_

STAFF TEACHING PRESENTATION - GRADING CRITERIA

Name of Student: \_\_\_\_\_

Topic: \_\_\_\_\_

Date: \_\_\_\_\_

	Possible Points	Actual Score
<b><u>Professional in Use of Publicity</u></b> Posts creative notice to announce the teaching. Provide a copy to the student and the instructors.	3	
<b><u>Presentation</u></b> 1. Introduction is relevant, thought provoking and stimulates interest states how the learning need was identified.	14	
2. States measurable and comprehensive learning objectives (3)	12	
3. Uses teaching aids that are eye-catching, appropriate, and relevant to topic and content displayed on a tri-fold display board	8	
4. Learning activities are appropriate for the learner and actively engage the learner	6	
5. Teaching strategies are appropriate for the learner	6	
<b><u>Content</u></b> 1. Topic appropriate	6	
2. Content is comprehensive, accurate, appropriate, and reflective of most recent developments related to the topic	25	
<b><u>Evaluation of Learner</u></b> Evaluation is creative and based on the stated learning objectives--must use a written evaluation format	15	
<b><u>Resources</u></b> Minimum of two journal articles relating to topic (turned in to instructor and at least 2 yrs. current)	5	
<b>TOTAL</b>	100	

**TOTAL SCORE = \_\_\_\_\_**

**Special Note:** The student will identify a staff teaching need and present a ten-minute oral teaching session to his/her peers at mid-term.  
The student will be evaluated on the above criteria. The presentation, including the objectives, must be displayed on a tri-fold display board. Poster boards will not be accepted.

**Comments:**

Instructor: \_\_\_\_\_

Student: \_\_\_\_\_

**CLIENT TEACHING PRESENTATION GRADING CRITERIA**

Name of Student: \_\_\_\_\_  
 Instructor/Preceptor: \_\_\_\_\_  
 Date: \_\_\_\_\_

	<b>Points</b>	<b>Actual Score</b>
1. Identification of learning need (specific to the client and supported by evidence which is verbalized to the instructor/preceptor).	6	
2. Appropriate timing and environment is conducive to learning	6	
3. References  Minimum of <u>two</u> (2) journal article references relevant to the teaching topic (within 3 years) submitted to the instructor/preceptor on day of teaching.	6	
4. Objectives (stated to the client) are measurable and comprehensive	20	
5. Learning activities (appropriate for the topic/client/setting)	8	
6. Teaching aids appropriate for the learner	8	
7. Content (accurate/appropriate for topic)	30	
8. Evaluation of learner (based on objectives)	16	
<b>TOTAL</b>	100	

**\*TOTAL SCORE** \_\_\_\_\_

**\*Round the score to the nearest whole number.**

Preceptor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_