

El Paso Community College

Syllabus

Part II

Official Course Description

SUBJECT AREA	<u>Nursing</u>
SUBJECT AREA CODE/COURSE	<u>RNSG 2162</u>
COURSE TITLE	<u>Clinical-Registered Nursing/Registered Nurse</u>
COURSE HOURS	<u>1 0 : 6</u> Credits Lec Lab

I. Catalog Description

A health-related work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts to adult patients/families with complex medical-surgical problems. Direct supervision is provided by the clinical professional. Students must successfully complete this course and RNSG 1343 to take/stay enrolled in RNSG 2130 and RNSG 2221 and RNSG 2261. A grade of "C" or better is required in this course to take the next course. **Prerequisites: RNSG 2201 and RNSG 2262 and RNSG 2308 and RNSG 2263 or RNSG 1262 and RNSG 1327 and RNSG 1347 and RNSG 1144. Corequisites: RNSG 1343 and RNSG 2130. (0:6). Professional Practice Insurance required. Medical 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. Utilizes critical thinking in the development of a systematic problem-solving process with emphasis on advanced assessment and reassessment based on evaluation in the care of selected adult patients and their families. (SLO #3- #5)
 2. Incorporate research findings into nursing practice when caring for patients and families with complex medical-surgical health care needs related to each body system. (SLO #2, #3,#5)
 3. Analyzes the influence of biological, psychological, sociological, cultural, and communicating factors when performing interventions for the care of patients with complex medical-surgical conditions. (SLO #3- #5)
 4. Critiques own written and verbal communication and develops plan to strengthen communication expertise while working with patients with complex medical-surgical conditions. (SLO #3- #5)
 5. Develops and implements teaching plans for patients with complex medical-surgical conditions. (SLO #2- #5)
 6. Integrates caring behaviors towards patients, families, and the interdisciplinary health care team when working with patients with complex medical-surgical conditions. (SLO #2, #3, #5)
 7. Analyze how personal and professional values influence care of the patients with complex medical-surgical conditions. (SLO #2- #5)

- B. Unit II. Member of the Healthcare Team**
1. Involves patients and their families in collaboration with other interdisciplinary health care team members in the planning, implementation, and evaluation care for adult patients and families with complex medical-surgical health conditions. (SLO #1- #5)
 2. Advocates, with members of the health care team, to promote and maintain optimal health status of patients with complex medical-surgical health conditions. (SLO #3- #5)
 3. Works with an RN, as assignments are made by the nurse for the care of patients with complex medical-surgical health conditions. (SLO #4) (DACUM Chart 2.12, 3.10, 3.11)
 4. Facilitates communication between patients, their families and members of the health care team to use institutional or community resources that facilitates continuity of care; health promotion, maintenance, and restoration, and disease prevention for patients with complex medical-surgical health conditions. (SLO #3- #5) (DACUM Chart 2.12, 3.10, 3.11)
 5. Uses clinical technology, informatics and identify available resources to address technology issues in the care of patients with complex medical-surgical health conditions. (SLO#3-#5) (DACUM Chart 12.1, 12.4, 12.7, 12.9, 12.10)
- C. Unit III. Member of the Profession**
1. Adheres to legal/ethical standards when caring for patients with complex medical-surgical conditions. (SLO #1- #5)
 2. Demonstrates behavior that promotes growth, development, and practice of professional nursing while in the Complex Concepts of Adult Health Course. (SLO #1, #3- #5)
 3. Develops a plan to maintain professional competence as a registered nurse. (SLO #1, #3, #5)
- D. Unit IV. Patient Safety Advocate**
1. Evaluates the safety aspects of preventative and therapeutic nursing care performed in the care of adult patients with complex medical-surgical conditions, consistent with current safety standards and requirements. (SLO #3, #5)
 2. Demonstrates responsibility for maintaining a supportive, protective environment when caring for patients with complex medical-surgical conditions. (SLO #3, #5)
 3. Obtains facility specific information regarding disaster planning in bioterrorism as it applies to the care of adult patients with complex medical-surgical conditions. (SLO #5)
- E. Unit V. Laboratory Component**
- Perform selected skills in the clinical setting.
Students enrolled in Clinical-Nursing (R.N. Training) IV (RNSG 1263) will have to demonstrate competency in the performance of the following skills in the clinical setting/lab setting:
1. Properly administer IV push medications via an active (continuous IV solution infusing) peripheral line; a peripheral heparin-lock; a non-tunneled; and a non-implanted, heparin-locked CVC.
 2. Properly manage a short-term central venous catheter.
 3. Set up/maintenance of chest tube drainage system.
 4. Administration of blood transfusion/management of a transfusion reaction.

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 will 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. Pre-assessment of drug calculation exam see procedure in [Nursing Student Handbook](#).

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 vocational nursing program will be able to transfer their vocational nursing courses to this program under the Texas Nursing Articulation Plan.

D. Course Grading Criteria

The final clinical grade for RNSG 2162 will be calculated as follows:

1.	ADN Competencies	70%
2.	Nursing Care Plan	15%
3.	Teaching Plan/Presentation	<u>15%</u>
		100%

The student must obtain a minimum of 78% in this course for successful completion. The following grading scale will be used:

Grading Scale

E. Grading Scale

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

F. ADN Competencies

The course consists of a medical surgical clinical rotation. There will be two evaluations based on ADN Competencies (one evaluation half way through the clinical experience and one evaluation at completion of the clinical experience). The ADN Competencies evaluate the student’s ability to function as a Provider of Patient-Centered Care, Member of the Healthcare Team, Member of the Profession, and Patient Safety Advocate. Evaluation in these areas will be determined by the student’s preparation for clinical activities and performance of client care. Criteria for evaluating the student’s performance in each of these roles are specified on the ADN Competency evaluation tool. The clinical evaluations following the medical surgical rotations will be averaged together and will comprise 70% of the total grade for the course.

The course is based on the medical-surgical units. The student may, however, spend one day each in three of the following areas: Rio Grande Border Health Clinic, Hemodialysis, Coronary Care Unit, Intensive Care Unit, Cardiac Catheterization Lab, Post-Anesthesia Unit and Emergency Department. Specific objectives for these days can be found in the packet. In addition, there are areas in the ADN Competencies that relate to these days.

Written clinical assignments must be submitted as specified by the clinical instructor. Late work will result in 5 points being deducted from ADN competency per day beginning with date due, to include weekends and holidays.

Participation in pre/post conference discussions will be evaluated as specified in the ADN Competencies.

G. Nursing Care Plan

The student will be required to complete one graded nursing care plan (with three Nursing Diagnoses done all the way to the evaluation). Care plan due date will be announced by faculty. (The care plan may not be developed for a client in one of the student's "specialty area" rotations.) This care plan is independent of the daily care plan preparations evaluated on the ADN Competencies. The graded nursing care plan will comprise 15% of the total grade for the course. (See Nursing Care Plan Grading Criteria). Late work will result in 5 points being deducted from grade per day beginning with due date, to include weekends and holidays.

H. Teaching Plan

The student will be required to complete one graded teaching plan. (This teaching plan is independent of the teachings evaluated on the ADN Competencies.) The graded teaching must be done in the presence of clinical faculty. (The teaching plan may not be developed for a client in one of the student's "special area" rotations.) The teaching grade will comprise 15% of the total grade for the course. The teaching plan due date will be announced by faculty. Late work will result in 5 points being deducted from grade per day beginning with due date, to include weekends and holidays.

I. Daily Preparation

The student must come prepared to care for two clients each clinical day. The written daily preparation forms must be completed for each client in order to provide safe client care. Instructors will check the preparation sheets prior to the start of the clinical day; incomplete preparation sheets will result in the student being sent home with an "unexcused absence," or by completing paperwork at clinical site. Student will lose 10 points from the ADN competency with both scenarios. The decision will be determined by faculty.

J. Remediation

Remediation will be based upon identified weak areas in the clinical setting using the criteria specified in the ADN competencies.

See Student Counseling/Contracts in Nursing Student Handbook.

It is the **student's responsibility** to seek additional assistance from the clinical instructor and/or attend RETAIN sessions.

K. See procedure on rounding of grades in the Nursing Student Handbook.

Final course grades will NOT be rounded to the closest whole number. A 78% 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 would be recorded as 89 and would not be rounded up to 90).

There will be no alterations of grade calculations.

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 grade of C (78%) or above in this course must retake the course prior to progressing in the nursing program.

I. ATI Assessment

Students are required for course completion to take the Proctored ATI Assessment as scheduled, or they will receive a grade of "I" incomplete for the course. Although it is mandatory to take the Proctored ATI Assessment it will not affect whether or not the student passes the clinical course. All students must obtain an 85 on the practice ATI prior to taking the proctored ATI exam. The practice ATI exam may only be taken once in 24 hour period.

All students are required to do a focus review and provide proof to the instructor. All students must complete ATI proctored exam to receive a grade in this clinical course. (RNSG 2162) All students must do the focus review for the ATI proctored exam to receive a grade in the theory and clinical course (RNSG 1343 and RNSG 2162). If the student fails to do focus review for course completion the student will receive an "I" (Incomplete) until the focus review is done. See policy on Standard Testing for Course Completion

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.