

El Paso Community College

Syllabus

Part II

Official Course Description

SUBJECT AREA	<u>Nursing</u>
COURSE RUBRIC AND NUMBER	<u>RNSG 2263</u>
COURSE TITLE	<u>Clinical-Registered Nursing/Registered Nurse</u>
COURSE CREDIT HOURS	<u>2 0 : 8</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 maternal/newborn and women's health patients. Direct supervision is provided by the clinical professional. A grade of "C" or better is required in this course to take the next course. **Prerequisites: RNSG 1261 and RNSG 1441 and RNSG 2213 and RNSG 2260 or RNSG 1360 and RNSG 1517 and PSYC 2314. Corequisite: RNSG 2308. (0:8). Professional Practice Insurance required. Medical Insurance required.**

II. Course Objectives

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

- A. Unit I. Provider of Patient-Centered Care
1. Utilizes critical thinking and a systematic problem-solving process with emphasis on perinatal, neonatal, and women's health assessments, prioritizing nursing care, and reassessment based on evaluation when providing patient-centered care for childbearing families and women with selected health issues. (SLO #2,#3,#4,)
 2. Applies the concepts related to the provision of patient-centered care for the normal childbearing families and those at risk, and women with various health care issues. (SLO#3) **(DACUM Chart 4.1)**
 3. Applies medical-surgical concepts as they apply to patient-centered care of selected women's health issues through the lifespan and normal and high-risk needs of the childbearing family. (SLO#3)
 4. Applies professional nursing standards of care and evidence based nursing practice in patient-centered nursing care of childbearing families and women with selected health issues. (SLO#4)
 5. Demonstrates professional nursing care which is patient centered and that incorporates biological, psychological, sociological, cultural, spiritual, and communicating needs of the childbearing patients, and women with selected health issues, and their families. (SLO#3,#4,)

6. Applies communication skills and specialized documentation when caring for preconception patients, childbearing families, and women with selected health issues, and their families. (SLO#3) **(DACUM Chart 9.1, 9.3-9.19)**
 7. Develops, implements, and evaluates teaching plans for the maternal, newborn, and/or women's health care patients and their families to address health promotion, maintenance, and restoration and disease prevention. (SLO#2)
 8. Provides a caring and supportive environment in the patient-centered care of childbearing families and women with selected health issues. (SLO#3) **(DACUM Chart 2.1)**
 9. Examine how personal and professional values influence patient-centered nursing care of the childbearing family and women with selected health issues. (SLO#4)
- B. Unit II: Member of the Health Care Team
1. Collaborates, coordinates, and communicates with the interdisciplinary health care team to provide patient-centered care to the childbearing families and women with selected health issues in various health care settings. (SLO#6)
 2. Serves as an advocate for the rights and quality patient-centered health care of the maternal, newborn, or women's health care patients and their families.(SLO#3)
 3. Works with an RN, as assignments are made by the nurse for the care for the maternal, newborn, or women's health care patients. (SLO#4)
 4. Advocates with other members of the interdisciplinary health care team on behalf of maternal, neonatal, women's health care patients and their families to procure resources that facilitate continuity of care; health promotion, maintenance and restoration and disease prevention. (SLO#3)
 5. Uses technology and informatics specific to the patient-centered care of maternal, newborn, and women's health patients and their families. (SLO#5)
- C. Unit III: Member of the Profession
1. Adheres to legal and ethical standards when caring for maternal, neonatal and women's health care patients and their families. (SLO#4)
 2. Performs activities that promote the growth, development, and practice of professional nursing while in the maternal, newborn, and women's health care areas. (SLO#1)
 3. Assesses personal and professional responsibilities to achieve and maintain course level nursing competence when working with childbearing families and women with select health issues. (SLO#1) **(DACUM Chart 3.15)**
 4. Uses reflection and do self-analysis, and develop plan for self-care when working with childbearing families and women with selected health issues. (SLO#1)
- D. Unit IV: Patient Safety Advocate
1. Demonstrates the safety aspects of preventative and therapeutic nursing care when caring for to the maternal, newborn, women's health care patients and their families, consistent with federal, state, and local government and accreditation organizations, local health care facilities, safety requirements and standards. (SLO#4) **(DACUM Chart 3.4-3.9)**

2. Adheres to current safety standards and requirements when providing measures that promote quality patient-centered care and a safe supportive, protective environment for childbearing families, women selected health issues, the nurse, and other health care team members. (SLO#4) **(DACUM Chart 3.2, 3.4)**
 3. Examines the nurse’s role in local health facilities and community regarding disaster planning and bioterrorism as it relates to childbearing families and women with selected health issues. (SLO#5) **(DACUM Chart 6.11)**
- E. Unit V: Laboratory Skills
1. Demonstrates competency in previous learned nursing skills from first and second courses. (SLO(#1) **(DACUM Chart 12.2)**
 2. Demonstrate with competency the laboratory skills utilized in the care of maternity and neonate patients and women’s health. Skills Acquisition Checklist should be brought to clinical to assist in skill completion. (SLO#1,#4) **(DACUM Chart 12.2, 12.6)**
 3. Participates in selective scenarios for the maternal, neonatal, and women’s health care patients and performs nursing skill for this course and previous learned skills successfully in the Simulation Laboratory and receives at passing grade of 75 or more. (SLO#,#3,) **(DACUM Chart 12.2, 12.5)**

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 Calculations

1. See Procedure in Pre-Clinical Drug Calculation Assessment in the Nursing Student Handbook.
2. No medications will be given by the student until Pre-assessment Drug Calculation is passed. (Must pass with an 85% or better) Ten points a day will be subtracted from clinical evaluation grade until calculation exam is passed.

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. (See College Proficiency Exam Procedure.)

C. Articulation

Articulation plans for the nursing program(s) will be addressed by the nursing counselor.

D. Mastery of Previously Learned Concepts

Several threads of the curriculum are integrated into the clinical component. The student should be able to respond appropriately to the instructor(s) about any and all content areas previously learned as it relates to the maternal, newborn and/or women's health care patient or is currently being taught in RNSG 2308. The content areas and curriculum threads include, but are not limited to, the following: math, history and physical examination, (Systematic problem-solving process) nursing process, nutrition, therapeutic communication, patient teaching, pharmacology, technology and informatics, evidence-based practices research and practices, and medical-surgical-pediatric nursing.

*(See Unsafe Clinical Practice Procedure in the Nursing Student Handbook).

E. Course Evaluating Measures

Grading Criteria

The clinical grade is based on the ADN competencies, (clinical evaluation, Interrelated Nursing Care Plan, Simulation Laboratory, Teaching Projects, and Community Visit Project. The AND competencies (clinical evaluation) will reflect the student's daily patient selection, preparation for clinical, performance in the clinical area including: communication, charting, managements of time and equipment, and other areas.

The grade for Nursing 2263 will be calculated as follows:

▪ ADN Competencies (clinical evaluation) (2)	60%
▪ Simulation Laboratory	10%
▪ Interrelated Nursing Care Plan (1)	15%
▪ Teaching Project (1)	13%
▪ Community Visit (1)	<u>2%</u>
	100%

1. Points on the Clinical Evaluation are earned according to the following:

Clinical Evaluation Grading Criteria

All Points =	Meets 100% of the criteria consistently over time little or no guidance, except in very complex situations. Is consistently self directed in his/her approach to learning. Demonstrates above average performance of nursing care. Is consistently able to state theoretical knowledge and rationale for therapeutic interventions. Consistently integrates appropriate knowledge with skills.
¾ Points =	Meets 75% of the criteria with minimal supervision and occasional support over time. Recognizes learning opportunities but may require assistance in utilizing them. Demonstrates average performance of nursing care. Is usually able to state theoretical knowledge and rationale for therapeutic interventions. Usually integrates appropriate knowledge with skills.
½ Points =	Meets 50% of the criteria with close supervision and guidance. Requires some direction in recognizing and utilizing learning opportunities. Demonstrates average performance of nursing care. Is sometimes able to state theoretical knowledge and rationale for therapeutic interventions. Requires moderate assistance in integrating appropriate knowledge with
¼ Points =	Meets 25 % of the criteria with intense supervision and guidance. Requires detailed instruction regarding learning opportunities. Demonstrates below average performance of nursing care. Demonstrates gaps in necessary knowledge and rationale for therapeutic interventions. Requires a great deal of assistance in integrating knowledge and skills.
0 Points =	Does not meet criteria at this time. Requires constant, detailed instruction regarding learning opportunities. Is considered unsafe to practice without constant, intense guidance. Lacks necessary knowledge and skills. Unable to integrate appropriate knowledge and skills.
	OR
	Does not meet criteria at this time due to excessive absences.

2. Interrelated Nursing Care Plan

One written interrelated nursing care plan (NCP) is required: This may be in Labor and Delivery, the Nursery, the Intermediate Nursery, ICN, Post-partum/Antepartum area or in the mother/baby area. The patient must have complications.

It will be done according to the following criteria:

- a. The patient and topic for the care plan will be obtained within the first two (2) weeks of clinical. The topic must be cleared with the instructor. The care plan

must have at least four (4) references in the bibliography turned in with the NCP. The textbooks can be utilized to include medical/nursing books. At least two (2) professional nursing evidence-based journal articles must be utilized. (It cannot be one of the other required journal articles).

- b. The interrelated nursing care plan must be completed and turned in by Friday, 12 noon of the sixth (6th) week of class of the eight (8) week minimester. Any interrelated nursing care plan turned in after Friday of the sixth (6th) week will have points deducted per syllabus. (5 points deducted for each late day including all week days and weekends).
- c. The interrelated nursing care plan **MUST** be turned in for course completion.
- d. See Interrelated Nursing Care Plan Criteria in the packet.
- e. Student will do an individual interrelated nursing care plan.

3. Teaching Plans/Projects

One teaching plan/project is required. The student will choose a maternal, newborn, or women's health patient care and develop a teaching plan for that patient. The teaching plan should be incorporated into the regularly schedule patient day.

- a. A written teaching plan **must** be handed in prior to the teaching presentation. The evaluation portion can be filled in after the presentation.
- b. A current professional evidence-based journal article (**2 years or less**) **must** be turned in prior to the Teaching Project. The topic must relate to maternal/newborn or women's health subjects. This topic must be approved by the instructor prior to giving the presentation to patient.
- c. The teaching project must be done and turned in for course completion.
- d. See teaching plan/project grading criteria in the packet.

4. Community Visit

One community agency will be visited. This agency will be randomly selected by the instructor during the first week of class. The student must visit the agency. Following the visit, a report will be written (at least 4 handwritten, or 2 typed pages) in which the following criteria will be discussed:

- a. Background information: including the name and address of the agency, brief history of the agency, type of services provided, and eligibility for services, cost, and mechanism of referral to the agency. (30 points)
- b. Description of student's observation of the agency. Describe appearance of facility, type of patient s served, and patient's reaction to services. (30 points)
- c. Student evaluation of services, from the viewpoint both as a professional and as a consumer. (30 points)
- d. Originality and composition (including spelling). (10 points)
- e. See grading criteria in packet.

Attach copies of any written information obtained from the agency.

This will be due at the end of the third week of class, unless otherwise stated by the instructor and is **required for course completion**. Preparation for this project, not including the writing, is estimated to take 2 hours.

5. Simulation Laboratory

All students are required to do Simulation laboratory scenarios for course completion. The grade for the Simulation scenarios will be given in the clinical evaluation portion of this course. Student purchase a OB Supply Kit for Practice and Simulation Labs. Failure

to have Supply Kit will result in student not being able to do Practice and Simulation Labs and 10 points will be deducted for clinical evaluations.

F. Grading Scale

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

See Rounding of Grade Procedure in Nursing Student Handbook. (See Appendix)

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.

G. Remediation

Students who do not demonstrate competency in the ADN competencies, nursing care plans, patient teaching projects and community visit will receive a counseling form with recommendations for improvement. Failure to meet the stated recommendations will place the student in jeopardy of failing the course. If the student fails the course, the student will receive a counseling form and/or student data exit form with recommendations for improvement so that the student can be successful. The student will need to apply to the readmission committee for the nursing department. *See Nursing Student Handbook.

H. Standardize Testing

Student must complete standardize Testing for course completion – student must take ATI Assessment for this course to receive a grade for this course. See student Handbook and RNSG 2308 instructor’s syllabus.

I. ATI Assessment

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 2263) All students must do the focus review for the ATI proctored exam to

receive a grade in the theory and clinical course (RNSG 2308 and RNSG 2263). 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

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

- RN Maternal Newborn Nursing review module
- Review modules for all courses are available on the homepage for ATI under resources
- Remediation Templates
- Practice Assessments: maternal newborn
- Tutorials: Nurse Logic (modules to help with critical thinking, reading, comprehension and test taking skills), Skills modules, and Learning System RN (more practice assessments)

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.