**COURSE SYLLABUS OUTLINE Fall, 2016**

**COURSE NAME: Concept of Clinical Decision**

**Making**

**COURSE NUMBER: RNSG 1441**

**CREDIT HRS. 4 LECTURE: 3**

**LAB: 3**  **TOTAL CLOCK HOURS 96**

**Course Title:**  Concepts of Clinical Decision Making

**Course Level:** Intermediate

**Course Description:** Integration of previous knowledge and skills into the continued development of the professional nurse as a provider of patient-centered care, patient safety advocate, member of the healthcare team, and member of the profession. Emphasis on clinical decision making for patients 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. Discussion of knowledge, judgment, skills, and professional values within a legal/ethical framework.

**End of Course Outcomes:** Utilize critical thinking, a systematic problem solving process, as a framework for providing care for patients 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; and integrate the roles of the professional nurse in the provision of care for patients and families.

**Key Concepts and General Course Plan:** This course is designed for second year nursing students. Content related to principles of management, current trends affecting health care delivery, and care of patients with gastrointestinal, endocrine and metabolic, reproductive and sexual, musculoskeletal, eye-ear-nose-throat, and integumentary disorders. The student has opportunity to begin to assume responsibility and accountability for the quality of nursing care provided at the graduate nurse level. Mental health concepts, pharmacology, nutrition, technical skills, cultural diversity, and standards of nursing practice are threaded throughout the course.

Prerequisites: BIOL 2301/2101, 2302/2102, 2320/2120; PSYC 2301, 2314; AHA/BLS-HCP

Basic Students: RNSG 1413/1360, 1431/1260, 1412/1261.

Transition Students: RNSG 1327, 1251, 1160.

Corequisites: ARTS 1301 or MUSI 1306, or DRAM 1310; RNSG 2360, 2213

Revised: October 2014 QSEN-Quality & Safety Education for Nurses

PSLO = I.E. Student Learning Outcomes (Program) QSEN-P = Patient-Centered Care

CO= Student Learning Outcomes (Course) QSEN-T = Teamwork and Collaboration

\*\* = Critical Thinking/Communication Skills QSEN-E = Evidence-Based Practice

DEC = Differentiated Essential Competencies (A D N) QSEN-Q = Quality Improvement

DEC-M = Member of the Profession QSEN-S = Safety

DEC-P = Provider of Patient-Centered Care QSEN-I = Informatics

DEC-S= Patient Safety Advocate

DEC-T=Member of the Health Care Team

SOP = Texas Board of Nursing (BON) Standards of Practice (2007)

RNSG 1441 CONCEPTS OF CLINICAL DECISION MAKING

**COURSE STUDENT LEARNING OUTCOMES**

**(Competencies to be measured)**

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

\*\*1. Use, with minimal assistance, the nursing process and the holistic model to make

clinical decisions in managing the care of small groups (3-4) of adult patients. PSLO 1

**DEC-M**-B,C **DEC-P-**B SOP 3A QSEN-P QSEN-T QSEN-S

\*\*2. Apply the principles of pharmacology, nutrition, fluids and electrolytes, communication,

health promotion, and health teaching. PSLO 1 **DEC-M**-B **DEC-P**-A **DEC-T**-C SOP 1C, 1D, 1F QSEN-P QSEN-I

\*\*3. Use the nursing process and critical thinking skills to develop individualized plans of

care that accommodate societal/cultural differences. PSLO 1 **DEC-M**-B **DEC-P**-A,B,C SOP 3A QSEN-P QSEN-T QSEN-E QSEN-S QSEN-I

\*\*4. Discuss the importance of evaluating the patient’s response to treatments and

and nursing care. PSLO 1 **DEC-P**-F,G SOP 3A5 QSEN-P

\*\*5. Explain how and to whom data gathered regarding the patient’s condition should be

communicated. PSLO 4 **DEC-P**-E,H **DEC-S**-A **DEC-T**-A,B,C,D,E SOP 1D QSEN-T QSEN-S

\*\*6. Evaluate own ability to implement each step of the nursing process.

PSLO 2, 4, 5 **DEC-M**-B,D **DEC-S**-D SOP 1H, 1R, 1T QSEN-Q

\*\*7. Revise nursing care appropriately. PSLO 6 **DEC-**P-F,G SOP 3A QSEN-P QSEN-T QSEN-Q QSEN-S

\*\*8. Justify the method for evaluating own effectiveness with interpersonal skills when

managing care of patients. PSLO 3 **DEC-M**-D **DEC-P**-H **DEC-T**-A,D,E,F SOP 1H, 1R,1T QSEN-T

\*\*9. Examine therapeutic communication skills to interact effectively with patients and family. PSLO 3, 6 **DEC-M**-D **DEC-P**-H **DEC-T**-A,D,E,F SOP 1L, 1P QSEN-P QSEN-T

\*\*10. Verbalize and explain behaviors that suggest the patient and family’s inability to cope

with deviations of health. PSLO 3, 6 **DEC-P**-B,D,E,G **DEC-T**-A,B,C,D SOP 1F QSEN-P QSEN-E

\*\*11. State methods to assess situational and environmental factors that contribute to

or detract from safe nursing practice when caring for patients. PSLO 3

**DEC-S**-A,B,C,F **DEC-T**-B SOP 1K, 1N, 1O QSEN-P QSEN-E QSEN-Q QSEN-S

\*\*12. Determine factors that promote a safe physical and psychological environment conducive

to the health and dignity of the patient. PSLO 2,3 **DEC-S**-B SOP 1E, 1M, A5 QSEN-P QSEN-E QSEN-Q QSEN-S QSEN-I

\*\*13. Explain the principles of decision making when delegating nursing care to unlicensed

personnel. PSLO 4 **DEC-**M-B **DEC-P**-A **DEC-S**-A,E,F **DEC-T**-F,G SOP 1S , 1U QSEN-T QSEN-S

\*\*14. Identify delegation principles in nursing care according to the Delegation Rules from the

Texas Nurse Practice Act. PSLO 4 **DEC-M**-A,D **DEC-P**-D,E **DEC-S**-A,E,F **DEC-**T-B,F,G SOP 1S, 3B, 1H, 1T QSEN-T QSEN-E QSEN-Q QSEN-S QSEN-I

\*\*15. Formulate ways to collaborate with other health care professionals in facilitating

communication and referral between the patient and community resources. PSLO 6 **DEC-T**-A,C SOP 1Q QSEN-T QSEN-E QSEN-Q QSEN-I

\*\*16. Examine personal values in relationship to the practice of nursing. PSLO 5 **DEC-M**-A,D **DEC-**P-A,B,D **DEC-T**-A,B SOP 1A, 1G, 1L QSEN-P QSEN-T

\*\*17. Describe legal and ethical principles related to the care of small groups. PSLO 5 **DEC-M**-A,B,C  **DEC-**P-E **DEC-S**-A,B,D,E,F **DEC-T**-B,F SOP 1A, 1G, 1J QSEN-P QSEN-E QSEN-S QSEN-I

\*\*18. Create opportunities for patients to participate in decisions affecting their health care.

PSLO 2 **DEC-M**-A,B **DEC-P**-A,C **DEC-T**-A SOP 1F, 1P QSEN-P QSEN-T

\*\*19. Relate with assistance, using the nursing process, selected principles and

procedures of health care. PSLO 2 **DEC-P**-D,E,G,H **DEC-S**-B **DEC-T**-A,B,C SOP 1D, 1F, 1P QSEN-T QSEN-I

\*\* 20. Identify the nurse’s role in effecting change within various organizational frameworks.

PSLO 4 **DEC-M**-B,C **DEC-**P-A,C,E,H **DEC-S**-C **DEC-**T-A,C,F,G SOP 3A4, 3A5 QSEN-T QSEN-I

\*\* 21. Discuss emerging health care services which have resulted from societal changes.

PSLO 5, 6 **DEC-M**-C,D **DEC-P**-B,C,E,H **DEC-T**-B,C,E SOP1Q QSEN-E QSEN-Q QSEN-I

\*\* 22. Explain the process of quality/performance improvement. PSLO 6 **DEC-M**-A,B,D **DEC-P**-A,B,C,D,E,H **DEC-S**-A,F **DEC-T**-A,B,C SOP 3A4, 3A5

QSEN-P QSEN-E QSEN-Q QSEN-S

\*\* 23. Use clinical data and published resources. PSLO 6 **DEC-P**-A,H **DEC-S**-C **DEC-T**-ASOP 1C, 1H, 1R, 3A2 QSEN-E QSEN-I

\*\*24. Use organizational skills when applying resources to meet goals and enhance quality of

nursing care while managing patient care. PSLO 4 **DEC-M**-B **DEC-**P-A,C,E,H **DEC-S**-C **DEC-**T-A,F,G SOP 3A4, 3A5 QSEN-T QSEN-S QSEN-I

\*\*25. Integrate cost containment measures in the delivery of nursing care. PSLO 6 **DEC-M**-A,D **DEC-P**-A,B,C,D,E,H **DEC-S**-A,F **DEC-T**-B,C SOP 3A4, 3A5 QSEN-E QSEN-Q QSEN-S QSEN-I

\*\*26. Discuss methods of collaboration with other health care professionals when

managing small groups of patients in solving patient care problems. PSLO 4 **DEC-M**-C **DEC-P**-C **DEC-S**-B **DEC-T**-A,D,E,F,G SOP 1P, 1Q, 1N QSEN-P QSEN-T

\*\*27. Display professional behavior that reflects a positive image of nursing. PSLO 5 **DEC-M**-A,B,C,D  **DEC-P**-A,D **DEC-S**-A,B,E SOP 1J, 1K, 1R QSEN-P QSEN-T QSEN-S QSEN-I

\*\*28. Utilize professional literature in the study of nursing. PSLO 5 **DEC-P**-A,H **DEC-S**-C **DEC-T**-A,B SOP 1H, 1R QSEN-E QSEN-S QSEN-I

\*\*29. Demonstrate professional activities that promote continuous learning and self-

development while evaluating progression of self-development.

PSLO 5 **DEC-M**-A,B,C,D  **DEC-P**-H **DEC-S**-A,E SOP 1A, 1R QSEN-E QSEN-Q

### COURSE REQUIREMENTS

1. **Attendance:**

**Class Absences: No more than four (4) class days may be missed. Only one (1) lab day absence is allowed.** In the event of a fifth absence, or 2nd lab day absence, the student is not allowed to continue in the course. Students who are up to 15 minutes late are tardy. Students more than 15 minutes late are counted absent. Three tardies equal one (1) absence. Leaving class early counts as a tardy or absence according to the time missed. Lab days are considered theory days and an absence from lab will be counted as a theory absence. It is the responsibility of each student to contact the course instructor regarding any theory absence. The student is responsible for content missed during a lab absence.

2. Inclement Weather Policy: Refer to the Health Science Student

Handbook.

3. In order to meet Student Learning Outcomes in the Associate Degree Nursing Program, students may be required to attend local, professional seminars. A nominal fee may be assessed for the seminar. When possible, the dates are announced in advance of the seminar. If the seminar is required in lieu of class/clinical, the student will be expected to attend the entire seminar.

4. Outside Readings:

Evidence-Based readings may be taken from nursing periodicals and other publications to supplement your textbook reading. If outside readings are required, they will be available in the College Library.

5. Computer Assignments:

Each student will complete designated computer assignments. Student must sign in on the Student-Log record in the computer lab.

6. Written Assignments:

All written assignments will be submitted to the student’s instructor.

1. Lab Skills:

During the semester, students are assigned clinical skills check-offs to be completed on campus. If the lab skills do not meet the outcomes outlined for the skill, the student will be given two (2) additional opportunities for demonstration of the competency. The highest grade possible for the 2nd attempt will be a 75% and 3rd attempt will be 50% of the points available for that skill. (See grade computation on page 13).

**If the student is not successful by the 3rd attempt, the student will not be allowed to continue in the program and will not be allowed to continue in co-requisite or concurrent courses. Refer to the Texarkana College Student Handbook and the Health Science Student Handbook.**

8. Standards of conduct as described in the current Health Science Division Student Handbook and Texarkana College Student Handbook shall be followed. Disciplinary action is described in the handbooks. Students are responsible for reading and being familiar with these standards.

It is an expectation that students treat faculty, staff and fellow students with respect on campus and in the clinical setting. Incivility will not be tolerated in the Health Sciences Programs.

Should a student not comply with the above expectations, one warning will

be given. A repeat offense will result in the student being asked to leave

the classroom. Appropriate counseling and disciplinary action will follow.

**METHODS OF INSTRUCTION**

1. Lecture/Discussion

2. Media resources

3. Assigned and supplemental readings

4. Demonstrate/Return demonstration

5. Conference – individual and group

6. Objective testing

7. Self-evaluation

8. Reports and projects

9. Written assignments

10. Computer assignments

11. Study Guides

**REQUIRED TEXTBOOKS**

A D N Skills Kit (Must be purchased in the TC Bookstore). If you are a Basic student, you have the correct Skills Kit (Royal Blue). If you are a Transition or transfer student, you should have the red Skills Kit.

Leeuwen, A., Poelhuis, D., and Bladh, M. Davis’s Comprehensive Handbook of Laboratory Diagnostic Tests with Nursing Implications. (6th edition). Philadelphia: F.A. Davis, 2013.

Ignatavicius, D and Workman, M.L. Clinical Companion for Medical-Surgical Nursing: Patient-Centered Collaborative Care, (8th ed.). St. Louis: Elsevier, 2016.

Ignatavicius, D. and Workman, M.L. Clinical Decision Making Study Guide for Medical-Surgical Nursing: Patient-Centered Collaborative Care, (8th ed.), St. Louis: Elsevier, 2016

## Ignatavicius, D. and Workman, M.L. Medical-Surgical Nursing: Patient-Centered Collaborative

Care, (8th ed.). St. Louis: Elsevier, 2016.

Durham, R. & Chapman, L. Maternal-newborn nursing: The critical components of nursing care, (2nd edition). Philadelphia: F.A. Davis Company, 2014.

Rudd, K. & Kocisko, D. Pediatric nursing: The critical components of nursing care, (1st edition). Philadelphia: F.A. Davis Company, 2014.

Nursing Drug Reference/Guide (most recent edition). Within 3 years.

Smith, S., Duell, D., and Martin, B. Clinical Nursing Skills: Basic to Advanced Skills, (8th ed.).

Upper Saddle River, NJ: Prentice Hall Health, 2012.

Texas Board of Nursing Website (2011). *Nursing Practice Act*. [www.bon.state.tx.us](http://www.bon.state.tx.us)

*Taber’s Cyclopedic Medical Dictionary*, (22nd edition). Philadelphia: F.A. Davis Company, 2013

**METHODS OF EVALUATION**

1. Student must display Satisfactory performance in both on-campus laboratory and classroom (minimum of 75% or “C” required) to complete RNSG 1441. In order to progress, RNSG 1441 and 2360 must be passed concurrently.

2. Testing: An objective type, multiple choice 50 item examination will be given at the

conclusion of each Unit of Content, for a total of seven (7) Unit Exams. Exam scores are

available from your clinical instructor. A comprehensive Final Exam will be given, consisting of 100 items. All exams with the exception of the Final Exam are available for review in your instructor’s office for a period of one week following the date of the exam. Discussion or disclosing the exams to others constitutes a BREACH OF ETHICS. Refrain from discussing the contents of exams with anyone other than the faculty. Each unit exam will have two dosage calculation problems. ATI remediation activities will be required for unit exam grades < 75%.

If a student is absent on the day of a unit exam, a make-up exam will be given. The make-up exam will consist of 25 questions and must be completed by 4 p.m. the next day back to class. For students taking concurrent nursing courses, this policy applies separately to each course. Each question will be worth 4 points. The student will be given 25 minutes to take the exam.

3. Final grade computation:

60% = 7 Unit Exams \*

20% = 1 Final Exam \*

10% = ATI Practice and Proctored Assessments and Remediation (see grading rubric)

10% = ATI quizzes, homework, and skills check-off that include, but are not limited

to, NGT, central line, and tracheostomy skills.

4. **Exam scores are recorded as the score earned and will not be rounded. Example, 74.99 will be recorded as a 74.99 and will be a D. There will be no rounding of exam averages, course averages or other coursework in the Health Sciences ADN Program.**

5. \***Student must have a passing exam average (unit exams and final) of 75 or greater according to the course criteria in order to successfully complete the course. Once this is accomplished, the other grade categories will be averaged into the overall course grade. The overall course grade must also be a 75 or greater to pass the course and progress in the program.**

6. If absent, there will be no opportunity to make-up grades earned during in-class activities or pop quizzes.

7. Successful completion of the ATI Dosage Calculation Proctored Exam with a passing grade of 84 is a requirement of the course. The Dosage Calculation Exam score is not included in the calculation of the course grade. It is a pass/Fail only. One hour will be allowed to take the exam. Should a passing grade on the first exam not be achieved, two retakes will be allowed. If a retake is required, the student must remediate prior to taking the exam the second time. Dosage Calculation retake exams will be administered during a scheduled date and time set by the faculty. A passing score of 84 must be achieved by the date announced or the student will not be allowed to attend clinical days. Should a passing grade on the third exam (second retake) not be achieved, the student will receive a grade of “D” in RNSG 1443 and will not be able to progress in

the program. The student must withdraw from RNSG 2360 and RNSG 2213. Drug dosage and infusion calculations will be tested on each unit exam.

8. Progression in a Concurrent Course: (RNSG 1441, RNSG 2360, and RNSG 2213)

Students must register and enroll for **all** three (3) nursing courses. A student who is unsuccessful in RNSG 1441 or RNSG 2360 or RNSG 2213 may not progress in the concurrent courses.

Drop procedures follow college policy. If a nursing course is dropped, on or before the “Drop Date”, the concurrent nursing courses must also be dropped. Failure on the student’s part to drop the concurrent courses will result in a failing grade being recorded as the grade for that course. This may adversely affect the student’s GPA.

For example: If a student enrolled in RNSG 1441, 2360 and 2213 fails to meet course requirements for performance and/or attendance, or withdraws from RNSG 1441, he/she must withdraw from RNSG 2360 and RNSG 2213. The decision to withdraw must be made before the Drop Date. If the student fails clinical (RNSG 2360) after the drop date, either by attendance or grade, he/she will not be allowed to take the Final Exam in the concurrent theory courses. If the student fails theory, but has successfully passed Clinical, he/she will receive the passing clinical grade on his/her transcript, but must take both courses concurrently if the student is accepted for reentry. A student who is unsuccessful in any nursing course must reapply to the School of Nursing.

Students are expected to follow the printed Curriculum Agreement plan. If the student is withdrawing from a general education course listed on the curriculum agreement, the student **must** discuss this action with the course coordinator prior to withdrawal as progression in nursing courses may be affected.

**INSTITUTIONAL EFFECTIVENESS**

The purpose of the Associate Degree Nursing Program at Texarkana College is to provide a curriculum that produces a graduate nurse who functions in the role of member of the profession, provider of patient-centered care, patient safety advocate, and member of the health care team. Attainment of the program outcomes by the graduate nurse demonstrates effectiveness.

PROGRAM STUDENT LEARNING OUTCOMES

ASSOCIATE DEGREE NURSING PROGRAM

TEXARKANA COLLEGE

The following program outcomes shape the curriculum and are the criteria for measurement of its success. As a member of the profession, provider of patient-centered care, patient safety advocate, and member of the health care team, for patients in structured acute and long-term settings, the graduate is \*competent to:

1. Provide patient-centered nursing care using evidence based outcomes and the nursing process to accommodate society/cultural differences and communicate the same to other members of the healthcare team.

2. Respect the rights of patients to participate in decisions affecting their health by promoting patient-centered care and ensuring confidentiality.

3. Act as a patient safety advocate by establishing compassionate, caring and therapeutic relationships in a physically and psychologically safe environment.

4. Accept and make assignments and delegate tasks to other members of the healthcare team that take into consideration patient safety, organizational policies, scope of practice and demonstrated abilities.

5. Demonstrate professional responsibility as an associate degree nurse by assuming responsibility and accountability for quality of nursing care, maintaining continued competence, adhering to ethical and legal standards and promoting a positive image of professional nursing.

6. Serve as an advocate for continuity of care and promote quality and access to healthcare for the patient and family.

\*Competent is defined as the ability to do; proficient is defined as the ability to do well; and mastery is defined as the ability to do brilliantly at every occasion.

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