

RNSG 1413

FOUNDATIONS OF NURSING PRACTICE

SYLLABUS

PREPARED BY FACULTY

DIVISION OF HEALTH SCIENCE

TEXARKANA COLLEGE

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Rev. 07/2026



Course Name: Foundations of Nursing Practice

Course Number: RNSG 1413

Credit Hours: 4 Lecture: 48

Lab: 48 Total Clock Hours: 96

Course Title: Foundations for Nursing Practice

Course Level: Introductory

Course Description: Introduction to the role of the professional nurse as provider of patient-centered care, patient safety advocate, member of health care team, and member of the profession. Content includes fundamental concepts of nursing practice, history of professional nursing, and a systematic framework for decision-making and critical thinking. Emphasis on knowledge, judgment, skills and professional values within a legal/ethical framework. This course lends itself to a blocked approach.

End-of-Course Outcomes: **Describe** the roles of the nurse in the delivery of health care; use basic nursing skills; apply basic systematic problem-solving using critical thinking for clinical decision-making.

KEY CONCEPTS AND GENERAL COURSE PLAN:

RNSG 1413, Foundations for Nursing Practice is designed to enable the beginning nursing student to develop basic skills in using clinical reasoning and knowledge to identify health status and monitor changes in the health of patients. This course builds on the foundation of patient and family needs, cultural, ethnic and social diversity, based on health assessment derived from the associate degree nursing program of study.

The underlying curriculum strands include quality/safety, scope of practice, nursing process, clinical skills, communication, nutritional and pharmacological principles, evidence-based practice, cost effective healthcare, cultural competence, clinical reasoning/decision-making, physical and emotional health promotion/maintenance. These strands unite the concepts of holistic humans, life cycle needs, health status, and health decisions, and are incorporated throughout.

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

Co-requisites: BIOL 2301, 2101; or 2302, 2102; PSYC 2314; RNSG 1360. Failure to do so prohibits progression in the program.

Revised: May 2025

PSLO = IE Student Learning Outcomes (2023)

SOP = Texas BON Standards of Practice (2024)

CO = Student Learning Outcomes (Course)

DEC = Texas BON Differentiated Essential Competencies (2021)

DEC-P = Provider of Patient Centered Care

DEC-S = Patient Safety Advocate

DEC-T = Member of the Health Care Team

DEC-M = Member of the Profession

QSEN-Quality & Safety Education for Nurses (2022)

QSEN-P = Patient-centered care

QSEN-T = Teamwork and collaboration

QSEN-E = Evidence-based practice

QSEN-Q = Quality Improvement

QSEN-S = Safety

QSEN-I = Informatics

RNSG 1413 FOUNDATIONS FOR NURSING PRACTICE STUDENT LEARNING OUTCOMES - COURSE OBJECTIVES

Upon completion of RNSG 1413, the student will be able to:

1. Patient- Centered Care

Describe the roles and responsibilities of the professional nurse as a provider of patient-centered care, safety advocate, collaborator, and member of the profession. (PSLO-1; DEC M-A, B, C; DEC-P-D; SOP-1, 3; QSEN-P, T, E, S)

2. Safety & Quality Improvement

Describe and apply the nursing process and basic clinical reasoning to assess health needs, identify health promotion needs and social determinants of health, and contribute to the planning of safe, individualized care for patients from diverse backgrounds. (PSLO-2; DEC-P-A, B, C, D, E, G; DEC-T-A, B, C; SOP-1B, 1F, 1L, 1M, 1N, 1O, 1P, 1Q, 3A; QSEN-P, T, E, Q, S)

3. QSEN Integration

Identify the six QSEN competencies and how they contribute to improving healthcare quality. (PSLO-3; DEC-P-B, C, F; SOP-1B, 1C, 1H, 1P, 1Q, 1S, 1T, 3A; QSEN-P, T, E, Q, S, I)

4. Teamwork & Collaboration

Demonstrate professional communication techniques when providing care and collaborating with the healthcare team. (PSLO-4; DEC-P-C; DEC-T-A, D; SOP-1D, 1N, 1P, 1Q; QSEN-P, T, E, Q, I)

5. Evidence-Based Practice & Clinical Reasoning

Discuss legal and ethical principles of nursing practice, including the Nursing Practice Act and ANA Code of Ethics. (PSLO-5; DEC-M-A; DEC-P-E; DEC-S-A, E, F; SOP-1A, 1E, 1K, 1L, 1S, 1T, 1V; QSEN-P, Q, I)

6. Informatics & Integrated Knowledge

Describe foundational nursing care for patients with selected common health problems. (PSLO-6; DEC-P-B, C, D, E; SOP-1B, 1C, 1G, 1J, 1L, 3A; QSEN-P, T, E, Q, S, I)

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 these roles: member of the profession, provider of patient-centered care, patient safety advocate, and member of the health care team. Attainment of the program objectives by the graduate nurse demonstrates effectiveness.

TEXARKANA COLLEGE
ASSOCIATE DEGREE NURSING PROGRAM
PROGRAM STUDENT LEARNING OUTCOMES (PSLO)
And General Education Core Competencies

The following program objectives are the outcomes, which shape the curriculum and are the criteria for measurement of its success. This reflects the Differentiated Essential Competencies of graduates of Texas nursing programs as a member of the profession, provider of patient-centered care, patient safety advocate and member of the healthcare team.

The graduate will:

1. Apply clinical judgment using the nursing process to deliver and manage safe, high-quality, patient-centered care across diverse populations.
2. Integrate evidence-based practice and quality improvement principles to advocate for and implement safe, effective, and equitable nursing care.
3. Implement principles of delegation, management, and leadership to coordinate nursing care across healthcare settings.
4. Demonstrate therapeutic communication skills that foster trust, civility, and emotional safety when engaging with patients, families, and members of the interdisciplinary healthcare team.
5. Demonstrate clinical reasoning to implement evidence-based, ethical, and legal nursing interventions that promote holistic health across diverse populations.
6. Utilize patient care technologies and informatics systems to enhance safety and support clinical decision-making.

*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 on every occasion.

Revised 11/14/2025

METHODS OF INSTRUCTION

1. Lecture/Discussion
2. Written, computer, and library assignments
3. Media resources
4. Demonstrations
5. Reports and Projects
6. Critical Thinking assignments
7. Conference-Individual and Group
8. Skills: Practice Return Demonstration of Selected Essential Competencies
9. Simulation
10. Objective testing

REQUIRED TEXTBOOK AND SUPPLIES

Fall 2026 Texarkana Coll RNSG 1413 Found of Nursing Practice ISBN: 9780443531651. This bundle contains the following:

- Yoost: Fundamentals of Nursing 4e ISBN: 9780443248764
- Study Guide for Yoost Fundamentals of Nursing 4e ISBN: 978-0-443-28019-1
- Clinical Companion for Yoost Fundamentals of Nursing 4e ISBN: 9780443348990
- Ackley & Ladwig's Guide to Nursing Diagnosis 7e ISBN: 9780323812719

Note: Students may alternatively use *Ladwig: Mosby's Guide to Nursing Diagnosis*, 6e Revised Reprint with 2021–2023 NANDA-I Updates, in place of the Ackley & Ladwig nursing diagnosis text. Since the nursing diagnosis resource is already included in the required bundle, students should not purchase both books separately.

Nursing Drug Reference/Guide (most recent edition). We recommend Davis's Drug Guide for Nurses, (20th ed.). ISBN: 978-1719653879

RNSG 1413 Skills Supply Kit (available for purchase in Texarkana College bookstore)

A stethoscope of the student's own choosing is required in the on-campus lab(s) and RNSG 1360. Other clinical supplies such as bandage scissors, pen light (provided in skills kit), manual blood pressure cuff and watch with second hand are also required. Black ink is necessary for charting when in the clinical agency.

Headphones with a 3.5 mm connector (also called a 1/8-inch, mini cable, headphone jack, or AUX cable) are required for ATI Testing. Headphones cannot be Bluetooth or wireless.

SUGGESTED REFERENCE

Pearson. ISBN: 978-0-13-400115-9 Taber's Cyclopedic Medical Dictionary. (22nd edition or most current). F.A. Davis. ISBN: 978-0-8036-2977-6

Texas Board of Nursing. Nurse Practice Act.

COMPUTER REQUIREMENT POLICY

Students are required to have a computer with Internet access for classes. The computer must be an actual computer – smart phones, iPads, Androids, Chromebooks, etc., **are not acceptable substitutes** because they lack software compatibility necessary to complete all assignments and tests. Financial costs for the necessary equipment and internet access are the responsibility of the student.

Students needing to purchase a computer may do so through the Texarkana College Bookstore. Systems purchased through the bookstore meet or exceed all requirements, are competitively priced, and may be purchased using financial aid funds. If the system is purchased through another source, it is the student's responsibility to ensure the system meets all requirements.

Computer systems requirements:

1. Webcam, microphone, and speakers or headphones
2. Windows 10 or a recent version of Mac OS (minimum Sierra). Windows 10 S mode is not supported
3. Hardware capable of running Microsoft Teams (free download) and supports multi-media playback
4. Support for Chrome or Microsoft Edge – Note: Firefox, Safari, or other browsers may not work on all TC applications
5. Able to run Microsoft Office which will be provided free to TC students
6. Adobe Reader or another PDF viewer
7. Antivirus software such as Windows Defender or another 3rd party anti-virus solution
8. The Respondus Lockdown browser is used for taking tests; therefore, the system must be capable of running this software. Most newer systems that meet other specifications should work.

Students should regularly backup content to prevent loss of coursework due to hardware failure. Backup copies of documents and other coursework may be placed on OneDrive cloud storage. OneDrive is included free of charge for all TC students.

Student Acknowledgement of Computer Requirement Policy

By signing below, I acknowledge that I have received a copy of and have read the Computer Requirement Policy. I am aware of the Computer Requirement Policy, and I understand that it is my responsibility to have a computer with internet access with the necessary requirements for classes.

Student Printed Name

Date

Student Signature

TESTING CENTER POLICIES

The Testing Center is in the Academic Commons.

To Take a Test: Students must arrive on time and present a TC picture ID.

The student must know:

1. Course Name (RNSG and section number of your class)
2. The Test or Exam Unit Number

Testing Center Hours: as posted.

No exams will start within one hour of the posted closing time. Check with the testing center for a schedule of any weekend openings each semester. The Testing center is not open on College Holidays.

Additional Information: Students are not allowed to have food or drinks in the classroom, lab, or Testing Center. The cost of damage to computer equipment can be significant due to a minor mishap. Students may not bring a cellular phone or pager to class or the Testing Center without prior written approval from the Dean of Students. If you leave the Testing Center for any reason during an exam, the exam will be **over**. You will not be allowed to come back and complete the exam.

*** Please see the Texarkana College website for Testing Center hours and policies each semester.**

ACADEMIC DISHONESTY STATEMENT

Scholastic dishonesty, involving but not limited to cheating on a test, plagiarism, collusion, or falsification of records will make the student liable for disciplinary action after being investigated by the Dean of Students. Proven violations of this nature may result in the student being dropped from the class with an "F." This policy applies campus wide, including the TC Testing Center, as well as off-campus classroom or lab sites.

TEACHING FACILITIES

1. Classroom
2. Computer and Skills Labs
3. Libraries
Palmer Library – Texarkana College
4. Area healthcare agencies

Students are expected to respect and abide by the policies of agencies cooperating with Texarkana College to provide learning opportunities.

DISABILITY ACT STATEMENT

Texarkana College complies with all provisions of the Americans with Disabilities Act and makes reasonable accommodations upon request. Please contact the Director of Advisement at 903.823.3283, or go by the Recruitment, Advisement, and Retention Department located in the Administration building for personal assistance.

If you have an accommodation letter from their office indicating that you have a disability, which requires academic accommodation, please present it so we can discuss the accommodation that you might need for this class. *It is best to request these changes at the beginning if not before the start of class* so there is ample time to arrange the accommodation.

FINANCIAL AID

Attention! Dropping this class may affect your funding in a negative way! You could owe money to the college and/or federal government. Please check with the Financial Aid office before making a decision.

PANTRY/BASIC NEEDS

Any student who has difficulty affording groceries or accessing enough food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in this course or ability to remain in school, is urged to contact Tonja Blase, Director of Student Retention, at (903)823-3349 for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources that they may possess.

SECURITY

Please keep your vehicle locked whenever you are away from it. Make sure you don't leave any valuables in plain sight (purse, phone, laptop). We want you to be safe. You must acquire a TC parking permit and display it in your vehicle. You must also have a TC student ID badge and keep it with you at all times.

***Campus police EMERGENCY line: (903) 823-3330**
Available 24 hours a day/7 day a week

COUSELING SERVICES

Luretha Loudermill, Licensed Professional Counselor, is available to provide mental health support and services for students, faculty, and staff. Students can refer themselves, or they can be referred by faculty or staff members. If you are struggling with any aspects of your life, know that Ms. Loudermill is a **free resource to help you**. For more information and additional mental health and counseling resources can be found on the TC website at <https://www.texarkanacollege.edu/campus-life/counseling-services/>

Texarkana College Student Counselor: (903) 823-3143

tc.counselor@texarkanacollege.edu Health Science Building, Room 135

Suicide Hotline: 988

COURSE REQUIREMENTS

1. For RNSG 1413 attendance in class and on-campus laboratory is essential. Class and labs may be virtual or in-person. No more than **4 classes or labs** can be missed. Students are responsible for any content missed in labs. Students must be satisfactory with all content.
 - a. Students who are up to 15 minutes late will be considered tardy. Students who are more than 15 minutes late will be considered absent.
 - b. Three tardies equal 1 absence. Leaving class early counts as a tardy or absence according to the time missed. Exceeding the allowed absences will result in the student being dropped from the course with a grade of “W” if by the Texarkana College designated drop date or a grade of “D” or “F” if after the last day of drop. **It is the student’s responsibility to be aware of the number of tardies/absences accrued.**
2. To enhance comprehension and retention of classroom lectures, students may use audio recorders once permission has been gained from instructors and classmates. The recorder is the responsibility of the student.
3. Students may be required to attend local professional seminars. A nominal fee may be assessed at the registration of the seminar during the course of the seminar. When possible, the dates are announced well in advance of the seminar. If the seminar is required in lieu of class time, the student is expected to be in attendance for the entire seminar. The attendance policy will apply.
4. Examinations that test unit objectives are given at the end of each unit. A minimum of 50% of all the questions in RNSG 1413 will be at the application level. The majority of the exams will be multiple choice. The examinations will be timed. Examinations will include material from required readings, class lectures, discussions, and information given in media in any setting in which the students have been directed to be responsible.

Exam grades are made available as soon as possible but should not be expected until the next class day. **All exams with the exception of the final exam are available for review for a period of one week following the date of the exam.** This is your only opportunity to review the exams. Arrangements for exam review should be made with your instructor. The final examination will be comprehensive and will not be available for student review.

Associate Degree Nursing students at Texarkana College are entering a profession with a stated code of ethics. Disclosure of the contents of a confidential nature such as tests, constitutes a breach of ethics. Students who do so are subject to disciplinary action.

5. If a student is absent on the day of a unit exam, a make-up exam will be given. The student has 5 business days (not counting weekends) to complete the exam. The student is responsible for contacting the course instructor(s) to schedule a test time. Make-up exams may be administered in the TC Testing Center in the Academic Commons. It is the student's responsibility to know the Testing Center policies and hours of operation. The exam will consist of 25 questions and students will be given 38 minutes to take the exam. Failure to take the make-up exam in the allotted 5 days will result in a grade of zero.
6. Students who do not achieve a **passing grade of 78% on each unit exam will be required to complete remediation in ATI by an assigned date.** A score of at least 85% must be attained on all remediation. A student may not be allowed to take the final exam if remediation is not completed by the due date. Remediation is intended to strengthen the student's understanding of the unit content in preparation for the course final exam, ATI Comprehensive Predictor, and NCLEX-RN exam.
7. Skill checkoffs: During the semester, students will be assigned skill checkoffs to be demonstrated on campus. Completing all assigned skill checkoffs is mandatory. If the skill demonstrations do not meet the required criteria outlined, the student will be given two (2) additional opportunities to demonstrate competency. The highest grade possible for the second attempt will be 78% of the points available for that skill. The third attempt will be 50% of the points available for that skill. **If the student is not successful by the third attempt, the student will NOT be allowed to continue in the program and will NOT be allowed to remain in co-requisite or concurrent courses. Refer to the Texarkana College Student Handbook and Health Sciences Student Handbook.**
8. The courses RNSG 1413 (Foundations for Nursing Practice) and RNSG 1360 (Clinical Nursing) must be taken and passed concurrently in order to progress in the program.
9. Computer assignments are required in order to successfully complete the course requirements for RNSG 1413. The Computer Lab is available to students and is located in Room 252 and 230 of the Health Science Building. Review the Health Science Division Student Handbook for policies related to the computer lab. **Students will not bring food or drinks into the classroom or Computer lab at any time.**
10. A Papercut copier is on the second floor of the Health Science Building for student use (next to the vending machines). There are additional copiers throughout campus. Under no circumstance will the division secretary or instructor(s) print materials requested by students.
11. Texarkana College is a smoke-free campus. No smoking or use of electronic cigarettes is allowed anywhere on campus. Food and drinks are not allowed in the classrooms, computer lab, or skills lab.

12. Approved electronic devices may be used in the clinical areas, lab activities and classroom exercises only as directed by faculty. See Policy 1.28 in the Health Science Student Handbook. Students are fully responsible to ensure that they adhere to all regulations at all times whether at school, at clinical, on break, or anywhere else. This includes proper management of confidential client information.
13. It is the policy of Texarkana College not to discriminate on the basis of sex, disability, race, color, age, or national origin in its educational programs. Students who may qualify for alternative learning arrangements should discuss these needs with the appropriate instructor.
14. 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 Program.
15. Students will be assigned to the simulation lab as part of their clinical learning experiences. Simulation experiences in the labs will be graded by faculty developed rubrics. The students must successfully meet defined objectives, procedures and tasks to receive satisfactory grades. Students who do not complete the required work will be graded according to the rubric. Absences from simulation activities will be included as clinical absences. It is the students' responsibility to be aware of the number of absences allowed per clinical course. See Health Sciences Division Student Handbook policy 1.32 and 1.33.

Students who receive an unsatisfactory grade and/or act unprofessionally, during the simulation activity, will be counseled and this will be documented in their clinical evaluation booklet (CEB).

METHODS OF EVALUATION

1. Students must display satisfactory performance in both the on-campus laboratory and classroom to complete RNSG 1413. A grade of C or better (minimum average of 78) constitutes a passing grade and is necessary to progress in the nursing program. RNSG 1413 and RNSG 1360 must be passed concurrently in order to progress.
2. The course is accelerated, and each planned experience offers multiple learning opportunities. For this reason, absence from class or on-campus lab experience can directly reflect on knowledge attained which affects final course grade.
3. Students must have a passing exam average (unit exams and final) of 78 or greater in order to successfully complete the course.

Exam Average is calculated as:

- 75% = Unit Exams
- 25% = Final

Once the passing exam average has been attained, the overall course grade computation is:

- 80% = Exam Average
- 10% = ATI Practice and Proctored Assessments with remediation
- 10% = Homework

Exam Scores are recorded as the score earned and will **not** be rounded. Example: 77.99 will be recorded as 77.99 and will be a "D." **There will be NO rounding of exam averages, course averages, or other course work in the Health Sciences ADN Program.**

Grade Range: A 90-100
B 83-89.99
C 78-82.99
D 65-77.99
F 0-64.99

4. If absent, there will be no opportunity to make-up grades earned during in-class activities or pop quizzes.
5. Each student will complete designated homework assignments by the given due date and time. The assignments shall be submitted to the student's instructor. Late assignments will not be accepted and will receive a zero.
6. Dosage calculation competency is a critical skill necessary to prevent medication errors in today's fast-paced healthcare settings. Students are expected to apply these concepts with accuracy throughout future course work. A dosage calculation exam is given each semester. Mastery of the math/dosage calculation exam with a grade of 84% is a requirement of all clinical courses in the ADN curricula. The dosage calculation exam

grade is not computed in the course exam average. A pass/fail is recorded for the exam requirement.

If a passing grade is not achieved on the first exam, two retakes will be allowed. If a retake is required, the student must remediate before retaking the exam. Dosage Calculation retake exams will be administered during a scheduled date and time set by the faculty.

If a student does not achieve the minimum passing grade after three exam attempts, the student will be dropped from the course (and all concurrent nursing courses) and receive a "W" for the course grade.

7. Drop Procedures follow current college policy. Students are expected to follow the printed degree plan. If the student is withdrawing from a general education course listed on the degree plan, the student must discuss this action with the clinical instructor prior to withdrawal as progression in nursing courses may be affected.
8. Progression in a Tandem or Concurrent Course: (RNSG 1413 and RNSG 1360)
Students must register and enroll for all nursing courses. A student who is unsuccessful in either RNSG 1413 or RNSG 1360 may not progress to the tandem or concurrent courses.

For example, if a student enrolled in RNSG 1413 and 1360 fails to meet course requirements for performance and/or attendance or withdraws, he/she must withdraw from either course prior to taking the final exam and before the drop date. If the student fails clinical after the drop date either by attendance or grade he/she will not be allowed to take the final exam in the concurrent theory course. If the student fails theory, but has successfully passed clinical, he/she will receive the passing clinical score on his/her transcript but must retake both courses concurrently or in tandem if the student is accepted for reentry.

Attention! Dropping this class may affect your funding in a negative way! You could owe money to the college and/or federal government. Please check with the Financial Aid office before making a decision.....

ATI Resources for Student Success

Throughout the course the student will be responsible for completing ATI assessments and modules as assigned by your instructor.

What is ATI?

- Assessment Technologies Institute® (ATI) offers an assessment driven review program designed to enhance student NCLEX-RN success.
- The comprehensive program offers multiple assessment and remediation activities. These include assessment indicator for academic success, critical thinking, and learning styles, online tutorials, online practice testing, and proctored testing over the major content areas in nursing. These ATI tools, in combination with the nursing program content, assist students to prepare more efficiently, as well as increase confidence and familiarity with nursing content.
- Data from student testing and remediation can be used for program's quality improvement and outcome evaluation.
- ATI information and orientation resources can be accessed from your student home page. **It is highly recommended that you spend time navigating through these orientation materials.**

Some of the assessment and remediation tools used in ATI are:

- **Modular Study:** ATI provides online review modules that include written and video materials in all content areas. Students are encouraged to use these modules to supplement course work and instructors may assign these during the course and/or as part of active learning/remediation following assessments.
- **Tutorials:** ATI offers unique Tutorials that teach nursing students how to think like a nurse; how to take a nursing assessment and how to make sound clinical decisions. **Nurse Logic** is an excellent way to learn the basics of how nurses think and make decisions. **Learning System** offers practice tests in specific nursing content areas that allow students to apply the valuable learning tools from Nurse Logic. Features are embedded in the Tutorials that help students gain an understanding of the content, such as a Hint Button, a Talking Glossary, and a Critical Thinking Guide.
- **Assessments:** Standardized Assessments will help the student to identify what they know as well as areas requiring active learning/remediation. There are practice assessments available to the student and standardized proctored assessments that may be scheduled during courses.
- **Active Learning/Remediation:** Active Learning/Remediation is a process of reviewing content in an area that was not learned or not fully understood as demonstrated on an assessment. It is intended to help the student review important information to be successful in courses and on the NCLEX. The student's individual performance profile will contain a listing of the topics to review. The student can remediate, using the Focused Review which contains links to ATI books, media clips and active learning templates.

The instructor has online access to detailed information about the timing and duration of time spent in the assessment, focused reviews and tutorials. Students can provide documentation that required ATI work was completed using the "My Transcript" feature under "My Results" of the ATI Student Home Page or by submitting written Remediation Templates as required.

ATI Content Mastery Policy

ATI Content Mastery consists of Practice and Proctored Assessments with remediation that are 10% of the total course grade. The Grading Rubric for the ATI Assessment portion of the course is as follows:

STEP 1: Practice Assessment with Required Remediation					Points Earned
A. Complete Practice Assessment:					
- Student will earn a total of 2 points upon completion of Practice Assessment(s) by the course assigned deadline. - Student who does not complete the Practice Assessment by the course assigned deadline will receive 0 points and will still be expected to take the proctored exam on time.					_____ points (2 points possible)
B. Complete Remediation:					
- Student will earn a total of 2 points upon completion of remediation by the course assigned deadline. - For each topic missed, complete an active learning template and/or identify three critical points to remember. - Student who does not complete 3 critical points for each topic missed will not receive credit for remediation completion and will receive 0 points for the assignment.					_____ points (2 points possible)

STEP 2: Standardized Proctored Assessment/Comprehensive Predictor Assessment					
A. Complete Standardized Proctored Assessment/Comprehensive Predictor Assessment					
- Use Table below to calculate points earned and remediation requirements - Student will earn 1 to 4 points based upon the score of their Proctored Assessment					
Your Passing Predictability Score:	95% or above	90% or above	85% or above	84% or below	
Proficiency:	Level 3	Level 2	Level 1	Below Level 1	
Points Earned:	4 points	3 points	2 points	1 point	_____ points (4 points possible)
B. Complete Required Remediation Plan After Proctored/Comprehensive Assessment					
- Follow proficiency column that corresponds to your earned level in STEP 2:A. - Student will earn 2 points upon completion of their remediation. - Student who does not complete remediation by the assigned course deadline will receive 0 points. - Student who does not complete 3 critical points for each topic missed will not receive credit for remediation completion and will receive 0 points for the assignment.					
Your Level:	Level 3	Level 2	Level 1	Below Level 1	
	For each topic missed, complete an active learning template and/or identify three critical points to remember	For each topic missed, complete an active learning template and/or identify three critical points to remember	For each topic missed, complete an active learning template and/or identify three critical points to remember	For each topic missed, complete an active learning template and/or identify three critical points to remember	
Points Earned:	2 points	2 points	2 points	2 points	_____ points (2 points possible)
Points possible = (2 + 2 + 4 + 2 = 10)					TOTAL POINTS

ATI Remediation Instructions

****You must remediate on EACH topic listed in the “Topics to Review” section of the ATI Individual Performance Profile (if you have 15 topics in the report, you will have 15 topics to remediate). Remember that the remediation topic is what is required, not the NCLEX test category. Number the topics and correspond the numbers to the remediation. For example:**

Topics To Review

Management of Care (11 items)		<u>NCLEX Test</u>
Information Technology (1 item)		
1	Airway Management: Tracheostomy Suctioning (Active Learning Template - Nursing Skill, RM FUND 9.0 Ch 53)	<u>Remediation Topic!!</u>
Safety and Infection Control (11 items)		
Accident/Error/Injury Prevention (5 items)		
2	Client Safety: <u>Priority Action Following a Fall</u> (RN QSEN - Patient-centered Care, Active Learning Template - Basic Concept, RM FUND 9.0 Ch 12)	
3	Medical and Surgical Asepsis: <u>Precautions When Caring for a Client Who Has a Latex Allergy</u> (RN QSEN - Safety, Active Learning Template - System Disorder, RM FUND 9.0 Ch 10)	

****On this particular topic, you would need to remediate on Tracheostomy Suctioning NOT Airway Management!**

1. Airway Management: Tracheostomy Suctioning
 - a. Use a suction catheter that does not exceed one-half of the internal diameter of the endotracheal tube to prevent hypoxia.
 - b. Remove the bag or ventilator from the tracheostomy and insert the catheter into the lumen of the airway, advance the catheter until resistance is met. Pull the catheter back 1cm before applying suction to prevent mucosal damage.
 - c. Apply suction intermittently by covering and releasing the suction port with the thumb for 10-15 seconds.
2. Client Safety: Priority Action Following a Fall
 - a. When a client falls, the nurses' first duty is to the client: assess for injuries, get the patient back to bed safely, notify MD and Rapid Response Team.
 - b. Follow policies and procedures for responding to falls and other dangerous situations.
 - c. Report and document the incident. This provides valuable information that can help prevent similar incidents.

Student Acknowledgement of ATI Content Mastery: Assessment and Review Policy

By signing below, I acknowledge that I have received a copy of and have read the ATI Assessment and Remediation Policy. I am aware of the ATI Standardized Assessment grading rubric and I understand that it is my responsibility to utilize all the resources available from ATI.

Student Printed Name

Date

Student Signature

UNIT 1: INTRODUCTION TO NURSING PRACTICE	
OBJECTIVES	
After the completion of this unit, the student will be able to: 1. Examine the legal parameters of nursing practice and identify legal/ethical issues surrounding the provision of healthcare. <i>CO 5</i> 2. Describe the origins and purposes of standards of nursing practice and development of evidence-based practice. <i>CO 3, 5</i> 3. Discuss nursing licensure and regulations in Texas and list the criminal behaviors that may bar licensure. <i>CO 5</i> 4. Distinguish ethical conduct in nursing and why it is important. Discuss rule 213.27, Good Professional Character and identify the factors used to evaluate whether a nurse has these characteristics. <i>CO 1, 5</i> 5. Define professional boundaries and identify actions by the nurse that would constitute “boundary violations” as defined by the National Council of State Board of Nursing. <i>CO 1, 5</i> 6. Identify actions by a nurse that could constitute unprofessional conduct and grounds for BON disciplinary actions, other than boundary violations. <i>CO 5</i> 7. Discuss the meaning of caring, the communication process, verbal and nonverbal communication, and therapeutic communication techniques. Describe nursing assessments, interventions and outcomes related to communication. <i>CO 1, 2, 4</i> 8. Discuss factors that influence learning and guidelines for effective teaching. Identify the nursing literature, websites, and sources of evidence-based practice information with which nurses should be familiar with for nursing practice. <i>CO 3, 5, 6</i> 9. Review and discuss physiological elements of the sensory process, methods of assessment, and sensory dysfunction and nursing interventions to promote and maintain sensory function. <i>CO 2, 6</i>	
THEORETICAL CONTENT	
Textbook: Yoost Fundamentals of Nursing 4e Chapter 2: Values, Beliefs, and Caring Chapter 3: Communication Chapter 11: Ethical and Legal Considerations Chapter 13: Evidence-Based Practice and Nursing Research (pages 185-186) Chapter 14: Health Literacy and Patient Education Chapter 31: Cognitive and Sensory Alterations	
LEARNING ACTIVITIES	
<u>Homework: (1 assignment)</u> 1. HSD Student Handbook and Course Syllabus Quiz Activities to include: • Review standards of practice relevant to specific clinical situations • Discussion: American Nurses’ Association, Code for Nurses • Self-Directed Learning Module –Texas Jurisprudence • Texas Board of Nursing Website: http://bon.state.tx.us	
EVALUATION	
Unit Exam	

UNIT 2: Assessing Clients Health Status	
OBJECTIVES	
After the completion of this unit, the student will be able to: 1. Describe factors that affect the vital signs and accurate measurement of them as well as demonstrate the ability to accurately perform assessment of temperature, pulse, respirations, and blood pressure for adults. <i>CO 2, 3, 6</i> 2. Explain selected alterations of body temperature and appropriate nursing care for these alterations. <i>CO 2, 5, 6</i> 3. Identify nine pulse sites commonly used to assess the pulse and state the reasons for their use. <i>CO 6</i> 4. Describe the mechanics of breathing and the mechanisms that control respirations. <i>CO 6</i> 5. Differentiate systolic from diastolic blood pressure and describe various methods and sites used to measure blood pressure in adults. <i>CO 2, 6</i> 6. Discuss the characteristics of pain and best practices to measure pain in adults. <i>CO 1, 2, 3, 5, 6</i> 7. Define interview and differentiate between the two approaches to interviewing adults as well as describe the components of the three major stages of an interview and the interview setting. <i>CO 1, 4</i> 8. Identify purposes and expected outcomes of physical health assessment. <i>CO 2, 5, 6</i> 9. Discuss the various steps in selected assessment procedures and describe suggested sequencing to conduct a physical health assessment in an orderly fashion. <i>CO 2, 5, 6</i> 10. Demonstrate ability to accurately perform beginning head-to-toe assessment for adults and explain the significance of selected physical findings in adults. <i>CO 1, 2, 5, 6</i>	
THEORETICAL CONTENT	
Textbooks: Yoost Fundamentals of Nursing 4e & Clinical Companion for Yoost Fundamentals of Nursing 4e Chapter 6: Assessment Chapter 19: Vital Signs Chapter 20: Health History and Physical Assessment (Only responsible for reading/studying material discussed in lecture) Chapter 34: Diagnostic Testing (Reference only) Chapter 36: Pain Management	
LEARNING ACTIVITIES	
<u>Homework: (2 assignments)</u> • ATI Health Assess 3.0: General Survey • ATI Health Assess 3.0: Head to toe Activities to include: Skills Lab	
EVALUATION	
1. Unit Exam 2. Skills Lab 3. Satisfactory Performance in Selected Physical Assessment Techniques 4. Satisfactory Performance in Assessing Vital Signs (Lab)	

UNIT 3: The Nursing Process
OBJECTIVES
After the completion of this unit, the student will be able to: 1. Describe the components of the nursing process: Assessment, Diagnosis, Planning, Implementing and Evaluation <i>CO 1, 2, 6</i> 2. Differentiate objective and subjective data and primary and secondary sources of data. <i>CO 2, 6</i> 3. Explain factors the nurse must consider when setting priorities and choosing nursing interventions based on research and best practices. <i>CO 2, 3, 5</i> 4. Describe the significance of developing critical thinking abilities to practice safe, effective, and professional nursing care. <i>CO 2, 5</i> 5. Discuss critical thinking, the problem-solving process, and the decision-making process. <i>CO 5</i> 6. Discuss the client record, documentation, and identify legal requirements and guidelines for reporting client data. <i>CO 3, 4, 5, 6</i> 7. Identify and use common medical abbreviations and symbols. <i>CO 4, 6</i>
THEORETICAL CONTENT
Textbook: Yoost Fundamentals of Nursing 4e Chapter 4: Clinical Judgement in Nursing Chapter 5: Introduction to the Nursing Process Chapter 6: Assessment Chapter 7: Nursing Diagnosis/Problem Identification Chapter 8: Planning Chapter 9: Implementation and Evaluation Chapter 10: Documentation, Electronic Health Records, and Reporting Ackley & Ladwig's Guide to Nursing Diagnosis 7e or Ladwig: Mosby's Guide to Nursing Diagnosis 6e Revised Reprint with 2021–2023 NANDA-I Updates
LEARNING ACTIVITIES
Homework: (1 assignment) • ATI Engage Fundamentals RN 2.0: Clinical Judgement Process Activities to include: • Collaborative Learning: Critical Thinking Exercises • Orientation to electronic medical record (in RNSG 1360 – clinical) • ATI Assessments
EVALUATION
Unit Exam

UNIT 4: Promoting and Protecting Clients Health Status	
OBJECTIVES	
After the completion of this unit, the student will be able to:	
1. Identify the physical and psychosocial factors in health promotion and discuss the importance for both patients and nurses of maintaining good body alignment and best practices for patient handling. <i>CO 1, 2, 6</i> 2. Explain the concepts of medical and surgical asepsis and identify the chain of infection and factors that increasing infection susceptibility, and interventions to reduce infection risks, including CDC Isolation Precautions. <i>CO 2, 3, 4, 6</i> 3. Differentiate between the types of adaptive (active and passive) immunity and list stages of the infectious process along with signs of localize and systemic infections. <i>CO 2, 6</i> 4. Identify patients at risk of physical injury and strategies for maintaining patient safety and discuss legal implications of restraining patients. <i>CO 1, 2, 4, 5</i> 5. Identify factors influencing personal hygiene and normal/abnormal findings during hygienic care and explain guidelines for planning and performing hygienic care. <i>CO 1, 2, 6</i> 6. Identify safety and comfort measures underlying bed making procedures and describe care of selected adaptive devices. <i>CO 1, 2, 6</i> 7. Compare the effects of immobility and exercise on the body systems and describe the care of the patient with problems of activity and exercise. <i>CO 1, 2, 5, 6</i>	
THEORETICAL CONTENT	
Textbook: Yoost Fundamentals of Nursing 4e Chapter 16: Health and Wellness Chapter 25: Safety Chapter 26: Asepsis and Infection Control Chapter 27: Hygiene and Personal Care Chapter 28: Activity, Immobility, And Safe Movement	
LEARNING ACTIVITIES	
Homework: (6 assignments) • ATI Skills Modules 4.0: a. Infection Control b. Mobility • ATI Skills Modules 3.0 a. Personal Hygiene • ATI Engage Fundamentals RN 2.0 a. Hygiene b. Safety c. Health Promotion, Wellness, and Disease Prevention Activities to include: • ATI Assessments • National Patient Safety Goals • Skills lab • Collaborative Learning- Practice Positioning	
EVALUATION	
1. Unit Exam 2. Satisfactory completion of assigned skills and hand washing (Lab) 3. Successful skill demonstration in using proper body mechanics to lift and reposition patients (Lab)	

UNIT 5: Application of the Nursing Process in Promoting Physiologic Health- Part A	
OBJECTIVES	
After the completion of this unit, the student will be able to: 1. Recognize selected terms, abbreviations, and understand the nursing process as it relates to the administration of medications and recall legal aspects of administering drugs while explaining the key aspects related to the actions of drugs on the body and identify common diagnostic tests and their significance in patient care. <i>CO 2, 5, 6</i> 2. Outline steps required to safely prepare and administer medications in adults and children and identify equipment for parenteral medications. <i>CO 1, 2, 6</i> 3. Discuss the function, distribution, movement, and regulation of fluid and electrolytes, factors influencing normal body fluid, and recognize signs of fluid and electrolyte disturbances. <i>CO 2, 5, 6</i> 4. Discuss the nursing process as it relates to clients with fluid and electrolyte imbalances. <i>CO 1, 2, 5, 6</i> 5. Identify the structure and function of the cardiovascular and respiratory systems, factors affecting cardiopulmonary function, and signs of alterations in these systems. <i>CO 2, 6</i> 6. Discuss nursing measures to promote cardiopulmonary function and the nursing process for patients with cardiopulmonary alterations, including common responses. <i>CO 1, 2, 4, 5, 6</i> 7. Discuss various methods of oxygen administration in relation to cardiopulmonary care. <i>CO 1, 2, 3, 6</i>	
THEORETICAL CONTENT	
Textbooks: Yoost Fundamentals of Nursing 4e Chapter 34: Diagnostic Testing (OMIT Needle Aspirations and Biopsies) Chapter 35: Medication Administration (OMIT Intravenous Administration) Chapter 38: Oxygenation and Tissue Perfusion Chapter 39: Fluid, Electrolyte, (OMIT Acid-Base Balance) Ackley & Ladwig's Guide to Nursing Diagnosis 7e Or Ladwig: Mosby's Guide to Nursing Diagnosis 6e Revised Reprint with 2021–2023 NANDA-I Updates	
LEARNING ACTIVITIES	
Homework: (7 assignments) • Pharmacology Made Easy 5.0: Introduction to Pharmacology • ATI Skills Modules 3.0: a. Oral and Topical Medication Administration b. Injectable Medication Administration c. Oxygen Therapy • ATI Skills Modules 4.0 a. Concepts of Medication Administration • Swift River Simulations 2.0: Unit 5 Med Pass Assignment (This will be found under the Assignment tab of Swift River, NOT a module) Must score 78% or better to receive full credit • Fluid and Electrolytes Review: Fundamentals (Found in Assessments) Activities to include: 1. ATI Assessments 2. Collaborative Learning 3. Nurse Practice Act: Standards of Nursing Practice 217.11 4. On-Campus Lab(s)- Medication administration, Insulin Administration, Assessing Injection sites and performing injections	
EVALUATION	
1. Unit Exam 2. Successful Completion of Medication Administration Skill(s) (Lab)	

UNIT 6: Application of the Nursing Process in Promoting Physiologic Health- Part B
OBJECTIVES
After the completion of this unit, the student will be able to: 1. Describe the nutritional needs of adults, commonly prescribed diets, and the nursing responsibilities related to maintaining adequate nutrition and promoting healthy dietary practices. <i>CO 1, 2, 6</i> 2. Discuss the nursing process in the care of patients with nutritional problems. <i>CO 1, 2, 5, 6</i> 3. Identify factors that influence fecal and urinary elimination, patterns of defecation and common fecal elimination problems. <i>CO 2, 6</i> 4. Describe the nursing process as it applies to care of the patient with fecal or urinary elimination problems and clients with pressure ulcers. <i>CO 1, 2, 4, 5, 6</i> 5. Explain how to collect urine and stool specimens and perform simple tests. <i>CO 2, 3, 4, 6</i> 6. Describe factors affecting skin integrity, wound healing, and the complications associated with wound healing. <i>CO 2, 5, 6</i> 7. Identify commonly used dressing materials, physiologic response to heat and cold, their application purposes and methods of application. <i>CO 1, 2, 6</i>
THEORETICAL CONTENT
Textbook: Yoost Fundamentals of Nursing 4e Chapter 29: Skin Integrity and Wound Care Chapter 30: Nutrition Chapter 41: Urinary Elimination Chapter 40: Bowel Elimination
LEARNING ACTIVITIES
<u>Homework: (4 assignments)</u> • ATI Skills Modules 3.0: a. Urinary Elimination b. Bowel Elimination • ATI Skills Modules 4.0: a. Nutrition b. Tissue Integrity Activities to include: • ATI Assessments • National Patient Safety Goals
EVALUATION
1. Unit Exam 2. Successfully perform a sterile urinary catheterization 3. Successfully maintain sterile techniques

UNIT 7: Application of the Nursing Process in Promoting Psychosocial Health	
OBJECTIVES	
After the completion of this unit, the student will be able to: 1. Describe culture and identify methods of cultural assessment and discuss ways to provide culturally responsive care. <i>CO 1, 2, 3, 4</i> 2. Compare the concepts of spirituality and religion. <i>CO 1, 6</i> 3. Discuss the nursing process in relation to spiritual needs and list essential facts about spiritual beliefs and religious practices as they relate to health care. <i>CO 1, 2, 4, 6</i> 4. Describe sexual development and concerns and list factors affecting sexual attitudes and behaviors. <i>CO 1, 6</i> 5. Discuss the nursing process as it relates to patients whose sexuality may be affected by disability, disease, or treatment side effects. <i>CO 1, 2, 5</i> 6. Differentiate common theories of stress, review behaviors related to specific ego defense mechanisms and describe levels of anxiety. <i>CO 2, 5, 6</i> 7. Discuss physiology and functions of sleep and describe the nursing process in the care of clients with sleep disorders. <i>CO 1, 2, 5, 6</i> 8. Apply the nursing process to help clients cope with stress and anxiety, care for grieving or dying clients, and identify factors influencing grief responses and community healthcare resources. <i>CO 1, 2, 3, 4, 5, 6</i>	
THEORETICAL CONTENT	
Textbook: Yoost Fundamentals of Nursing 4e Chapter 21: Culture Chapter 22: Spiritual Health Chapter 24: Human Sexuality Chapter 32: Stress and Coping Chapter 33: Sleep Chapter 42: Death and Loss National, regional, and local community resource agencies	
LEARNING ACTIVITIES	
<u>Homework: (3 assignments)</u> • ATI The Communicator 2.0: a. Technique Identifier: Respecting Client's Cultures b. Video Interaction: Client Comfort and End-of-life-care • ATI Engage Fundamentals RN 2.0: Comfort, Rest, and Sleep Activities to include: • ATI Assessments • Collaborative Learning	
EVALUATION	
Unit Exam	

Texarkana College ADN Rounding Rules

Revised 05/2020

1. Documenting with calculations
 - a. All answers must be labeled correctly for what unit you are solving.
2. Do not round any numbers until the end of the problem, unless you are converting weight. If you are converting weight, please see number 5 (there are two options).
3. Basic rounding with decimals
 - a. No trailing zeros and no naked decimals
 - i. *Correct: 4* *Correct: 0.12*
 - ii. *Incorrect: 4.0* *Incorrect: .12*
 - b. Rounding to the nearest tenth:
 - i. If the last digit is ≥ 5 , round up
Example: 1.57 = 1.6
 - ii. If the last digit is < 5 , round down
Example: 1.54 = 1.5
4. Rounding any number (unless otherwise instructed)
 - a. If greater than 1, round to the tenth
Example: 1.234 = 1.2
 - b. If less than 1, round to the hundredth
Example: 0.567 = 0.57
5. Converting weight:
 - a. If you use Dimensional Analysis to solve calculations, use the weight given in the problem and use a conversion. There will be no rounding here since it is built in to the problem
Example: $\frac{76\text{lbs} \times 1\text{ kg}}{2.2\text{ lbs}}$ x _____ = ?
 - b. If you do not use Dimensional Analysis, convert pounds to kilograms and round to the thousandths **prior** to beginning the calculation
Example: $76\text{ lbs} \div 2.2 = 34.545454 = 34.545$
6. IV Calculations:
 - a. IV infusions are calculated in either gtts/min or mL/hour
 - i. gtts/min has to be rounded to the whole number
Example: 21.4 = 21 gtts/min
Example: 21.5 = 22 gtts/min
 - ii. mL/hr has to be rounded to the tenth
Example: 75.65 = 75.7 mL/hr

7. Capsules and Tablets

- a. Capsules: must be rounded to a whole number

Example: 1.6 = 2 capsules

Example: 1.3 = 1 capsule

- b. Tablets: Assume tablets are **not** scored unless otherwise indicated. If indicated as scored, round to the nearest half tablet.