

RNSG 1327

TRANSITION TO PROFESSIONAL NURSING

SYLLABUS

**Prepared by Faculty Health Science Division
Associate Degree Nursing Program**

**TEXARKANA COLLEGE
Texarkana, Texas**

TC does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs or activities. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Human Resources Director, 2500 N. Robison Rd., Texarkana, TX, 75599 (903) 823-3017 human.resources@texarkanacollege.edu

Revised 11/23

COURSE NAME: Transition to Professional Nursing

COURSE NUMBER: RNSG 1327

CREDIT HOURS: 3 HOURS

LECTURE: 2 HOURS (32 Contact hours)

LAB: 3 HOURS (48 Contact hours)

TOTAL CLOCK HOURS: 80 Contact hours

Course Title: Transition to Professional Nursing

Course Level: Introductory

Course Description: Content includes health promotion, expanded assessment, analysis of data, critical thinking skills and systematic problem-solving process, pharmacology, interdisciplinary teamwork, communication, and applicable competencies in knowledge, judgment, skills, and professional values within a legal/ethical framework throughout the life span.

End-of-Course Outcomes: Differentiate between roles of the professional nurse as provider in patient-centered care, patient safety advocate, member of the health care team, and member of the nursing professional and other licensed health care providers in a variety of health care settings; utilize critical thinking skills and a systematic problem-solving process in planning comprehensive care for diverse patients and their families; demonstrate skills for safe basic professional nursing care.

Key Concepts and General Course Plan: Welcome to RNSG 1327 Transition to Professional Nursing. This course is designed as the first nursing course for Licensed Vocational/Practical Nurses who have been accepted into the Associate Degree Nursing Program. Emphasis is upon transition from vocational to associate degree nursing practice and the resultant change in role. The focus of the course is upon developing behaviors that exemplify a change in role and further development of skills in health promotion, assessment across the lifespan, communication, and the nursing process. Emphasis is also placed on cost effective health care, health care systems, community resources, cultural diversity, and critical thinking/decision-making.

Prerequisite: BIOL 2301/2101, 2302/2102; BIOL 2320/2120, PSYC 2301, PSYC 2314; AHA/BLS-HCP (Must be current throughout enrollment in the program).

Co-requisite: RNSG 1160

PSLO =LE Student Learning Outcomes (Program)
CO = Student Learning Outcomes (Course)
****= Critical Thinking/Communication Skills**
DEC= Differentiated Essential Competencies (ADN) 2021
DEC-M=Member of the Profession
DEC-P = Provider of Patient Centered Care
DEC-S = Patient Safety Advocate
DEC-T = Member of the Health Care Team
SOP = Texas Board of Nursing (BON) Standards of Practice (2019)

QSEN = Quality & Safety Education for Nurses
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 1327: TRANSITION TO PROFESSIONAL NURSING COURSE STUDENT LEARNING OUTCOMES

Upon completion of RNSG 1327 the student will be able to:

1. Review and discuss the principles of pharmacology, nutrition, fluids and electrolytes, communication, health promotion, global health, and health teaching in the care of patients. (SLO 1) (DEC- M-B; DEC-P-A; DEC-T-C; SOP 16, 1D, 1F; QSEN-P)
2. Examine therapeutic communication skills to interact effectively with patients, family, and other health care professionals, taking into consideration vulnerable populations and social determinants of health. (PSLO 1, 3, 6; DEC-M-B, D; DEC-P A, B, C, H; DEC-T-A, D, E, F; SOP 1L, 1P; QSEN-T)
3. Identify the six QSEN competencies for improving health care quality, and the role of nursing peer review and evidence-based practice in improving the quality of nursing care. (PSLO-1, 2, 3, 4, 5, 6; DEC- P-B, C, F; SOP-1P, Q, 1T; QSEN-P, T, E, Q, S, I)
4. Verbalize the legal and ethical considerations of an RN to create a culture of safety and civility for social justice. (PSLO 2, 5, 6; DEC-M-A, DEC-P-E, DEC 5-A, E, F,; SOP 1A, 1E, 1J, 1K; QSEN-P, Q, S)
5. Discuss the use of nursing process and critical thinking in the development of clinical judgment. (PSLO1; DEC-P-C, E, G; DEC-T-C; SOP-1L, 3A; QSEN P, T, E, Q, S)
6. Examine behaviors of self and others affecting the image of the nursing profession. (PSLO 5; DEC-M-A, B, C, D; DEC-P-A, D; DEC-5-A, B, E; DECT-A, B; SOP 1F, 1R; QSEN-Q)
7. Describe areas of personal self-care and professional growth for which the registered nurse (RN) should be responsible. (PSLO 5; DEC-M-A, B, C, D; DEC-P-H; DEC-5-A, E; SOP 1A, 1R;QSEN-Q)
8. Distinguish between the BON regulations for scopes of practice for the licensed practical/vocational nurse (LPN/LVN) and the registered nurse (RN). (PSLO 5; DEC-M-A; DEC-P-E; DEC-S-A, E; DEC-T-F, G; QSEN P, T, E)
9. Describe the collaborative role of the registered nurse (RN) in assisting patients to seek appropriate community resources. (PSLO 1, 4, 5, 6; DEC-M-B; DEC-P-D, H;QSEN P, T, E, Q, 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 the role of provider of patient-centered care, patient safety advocate, member of the healthcare team, and as a member of the profession. Attainment of the program objectives by the graduate nurse demonstrates effectiveness.

TEXARKANA COLLEGE ASSOCIATE DEGREE NURSING PROGRAM PROGRAM STUDENT LEARNING OUTCOMES (PSLO) & 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. Utilize clinical judgement skills in the application of the nursing process when providing and managing safe, quality patient-centered care.
2. Coordinate, collaborate and communicate with the interdisciplinary healthcare team to plan, deliver and evaluate care for diverse patients, families, and community populations.
3. Adhere to standards of practice within legal, ethical, and regulatory frameworks of the professional nurse.
4. Apply knowledge of delegation, management, and leadership skills.
5. Demonstrate skill in using patient care technologies and information systems that support safe nursing practice.
6. Promote safety and quality improvement as an advocate and manager of nursing care utilizing evidence-based practice.

*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 11/2023

DISABILITY ACT STATEMENT

Texarkana College complies with all provisions of the Americans with Disabilities Act and makes reasonable accommodations upon request. Please contact the ADA Compliance Officer at (903) 823-3283, or go by the Recruitment, Advisement, and Retention Department for personal assistance.

If you have an accommodation letter from their office indicating that you have a disability, which requires academic accommodations, please present it to me so we can discuss the accommodations 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 make the accommodations.

DROP PROCEDURES & FINANCIAL AID

Drop Procedures follow current college policy. In accordance with this policy if the student decides to withdraw from the course, the student must initiate the withdrawal in person in the Admissions Office.

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 instructor prior to withdrawal, as progression in Nursing courses may be affected.

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.

TESTING CENTER POLICIES

The Testing Center is in the Palmer Memorial Library.

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 be started 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 refer to the Texarkana College website for Testing Center hours and policies listed for the current semester. ****

BASIC NEEDS SECURITY STATEMENT

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.

COUNSELING SERVICES AND MENTAL HEALTH RESOURCES

Ms. Luretha Loudermill, MS, LPC is a Licensed Professional Counselor, who provides counseling services in the areas of education, career and personal issues. 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. She is located in the Health Science Building, Office 135 and can be reached via email and phone at: tc.counselor@texarkanacollege.edu and (903) 823-3143

Community Healthcore: 2435 College Drive, Texarkana Texas
Healthcare Crisis Line: 1-800-832-1009

Texarkana College Student Counselor: (903) 823-3143
Suicide Hotline: 988

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, and 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
(Add this number to your contacts in your cellphone)
Available 24 hours a day/7 days a week

ACADEMIC DISHONESTY STATEMENT

Academic 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 the off-campus classroom or lab sites.

ALTERNATE OPERATIONS DURING CAMPUS CLOSURE

In the event of an emergency or announced campus closure due to a natural disaster or pandemic, Texarkana College may need to move to altered operations and course delivery methods. During this time, Texarkana College may opt to continue delivery of instruction through methods that include but are not limited to online learning management system (Jenzabar or Moodle), online conferencing through TEAMS, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor Texarkana College's website (www.texarkanacollege.edu) for instructions about continuing courses remotely, instructor email notifications on the method of delivery and course-specific communication, and Texarkana College email notifications for important general information.

METHODS OF INSTRUCTION

TEACHING METHODS

1. Lecture/Discussion
2. Media resources
3. Assigned and supplemental readings
4. Reports and Group Projects
5. Critical Thinking assignments
6. Conference-Individual and Group
7. Skills: Practice Return Demonstration of Selected Essential Competencies
8. Simulation and lab activities

REQUIRED TEXTBOOKS/SUPPLIES

Ignatavicius, D., Workman, M. L. & Rebar, C. (2023). *Medical-Surgical Nursing: Concepts for Clinical Judgement and Collaborative Care*. (11th Edition). Elsevier: St. Louis, MO. ISBN: 978-0323878265

Ignatavicius, D., Workman, M. L. & Rebar, C. (2023). *Study Guide for Medical-Surgical Nursing: Concepts for Interprofessional Collaborative Care*. (11th edition). Elsevier: St. Louis, MO. ISBN: 978-0323878326

Ignatavicius, D., Workman, M. L. & Rebar, C. (2023). *Clinical Companion Medical-Surgical Nursing: Concepts for Clinical Judgement and Collaborative Care*. (11th edition). Elsevier: St. Louis, MO. ISBN: 978-0323876995

Ladwig, G.B, Ackley, B.J and Makic, M.B.F. (2021). *Mosby's Guide to Nursing Diagnosis*. (*Revised reprint*) (6th edition). Elsevier. ISBN: 978-0323875110

Jarvis, C. (2023). *Pocket Companion for Physical Examination & Health Assessment*. (9th edition). Elsevier. ISBN: 978-0323827843

Nursing Drug Reference/Guide (most recent edition).

Current NCLEX-RN Examination Review book. Faculty Recommends: Saunders Comprehensive Review for the NCLEX-RN Examination 9th Edition. ISBN: 978-0323795302

Texas Board of Nursing Nurse Practice Act -Current version. www.bon.state.tx.us

Transition Nursing Skills Supply Kit #K1458-latest edition available in the TC bookstore.

A **stethoscope** of the student's own choosing is required in the on-campus lab(s) and RNSG 1160. Other clinical supplies such as **bandage scissors** and a **pen light**. You will also need **headphones or earbuds** that would plug into a computer to use for ATI Assessments and Modules. Bluetooth headphones are not compatible.

TEACHING FACILITIES

- Classroom
- Palmer Memorial Library, Texarkana College
- Computer labs
- Area Health Care agencies.

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

COURSE REQUIREMENTS

1. Students must display satisfactory performance in the classroom (minimum of C or 75 exam average is required) to complete RNSG 1327. RNSG 1327 must be passed to progress to RNSG 1251 and 2213 in the second 8 weeks of the semester.
2. Attendance in class is required. RNSG 1327 consists of both lecture and lab hours.

No more than 3 lecture classes may be missed, this includes any on campus lab days. Lab hours are included in the RNSG 1327 attendance. If the student has exceeded the allowable absences, the student will **not** be allowed to continue in the course and be dropped from all concurrent nursing courses.

An absence is defined as:

- Failure to attend class.
- Arriving later than 15 minutes after the scheduled start of class
- Leaving more than 15 minutes before the scheduled end of class
- Accruing three tardies in the course.
- A tardy is defined as:
 - Being up to 15 minutes late for class.
 - Leaving up to 15 minutes early from class
 - Three tardies equal one absence.

It is the responsibility of each student to contact the course coordinator regarding class absence. The student is responsible for content missed during theory and lab hours.

If a student anticipates an absence from class or lab, arrangements should be made in advance of the absence. If an unexpected absence or tardy occurs, the instructor is to be notified as soon as possible.

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

NOTE: It is the responsibility of students to keep track of their tardies and absences.

3. In order to meet program objective number one in the Associate Degree Nursing Program, students may be required to attend local professional seminars. A nominal fee may be required to attend the seminar. When possible, the dates are announced in advance of the seminar. If the seminar is required in lieu of class or clinical, the student will be expected to attend the entire seminar. The attendance policy will apply.
4. Outside Reading Assignments: Resource readings may be taken from nursing periodicals and other publications to supplement your textbook reading. If outside readings are required, they may be found in the College Library or online library resources.
5. Computer Assignments: Computer assignments are required in order to successfully complete the course requirements for RNSG 1327. The Computer Labs are available to students and are located in Room 252 and Room 230 of the Health Science Building. Reservations for computer time may be requested in advance.
6. Homework Assignments: Each student will complete designated homework assignments by the given due date and time. The assignments shall be submitted to the students' instructor. ATI Grades will be recorded as the highest grade earned by the assigned due date. **Any late homework assignments will not be accepted and will receive a zero.**
7. Standards of conduct, as described in the Health Science Division Student Handbook and Texarkana College Student Handbook, will 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.
8. To enhance comprehension and retention of classroom lectures, students may use electronic audio recording devices once permission has been gained from instructors and classmates. The device is the responsibility of the student.
9. All Transition Associate Degree Nursing Students will take an ATI Content Mastery standardized exam during the course. The benchmark score and remediation requirements are explained later in the course syllabus.
10. Papercut printing and copying stations are available throughout the campus for students in the Library, Health Science, & Liberal Arts building. You may purchase print/copy access cards in the bookstore.
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.

METHODS OF EVALUATION

Student must display satisfactory performance in both the classroom and all on- campus labs (minimum of C or 75 required) and satisfactorily complete all course requirements to complete RNSG 1327. **If unsuccessful in RNSG 1327, a student is not eligible for readmission into the Transition Program or progression to RNSG 1251 and 2213.**

The course will be graded using a variety of methods, which may include pre/post testing of content, group presentations, and self-learning modules, and other learning activities assigned by the instructor.

Letter grades will be assigned according to the following scale:

- **A 90-100**
- **B 81-89.99**
- **C 75-80.99**
- **D 65-74.99**
- **F 0-64.99**

Examinations, in which unit objectives are tested, are given at the end of each unit or as determined by the instructor. A minimum of 60% of all the questions in RNSG 1327 will be at the application level. The examinations will be multiple choice and they will be timed. The time allotted throughout the Associate Degree Nursing Program is 1.5 minute per question. Examinations will include material from required readings, class lectures, discussions, and information given in video or other media in any setting in which all students have been directed to be responsible.

Students must have a passing exam average (unit exams and final) of 75 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: 74.99 will be recorded as 74.99 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.

During the administration of exams, the student will not be allowed to bring any items into the classroom (purses, hats, bags, books, backpacks, cell phones, smart watches, digital devices etc.) except for earplugs and car keys.

Exams for the course will be taken via computer with MOODLE using Respondus Lockdown Browser. Exams are forward progression only. You will not have the opportunity to change answers and/or answer questions that were skipped over once you progress to the next exam question. Questions that are skipped over will receive no credit.

Exam grades are made available as soon as possible but no sooner than the end of the class day. All exams with the exception of the final exam are available for review in your clinical instructor's office 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. Exam materials are NOT to be discussed, failure to comply with this policy with result in referral to the Professional Conduct and Peer Review Committee.

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 37.5 minutes to take the exam. **Failure to take the make-up exam in the allotted 5 days will result in a grade of zero.**

Dosage Calculation Exam

Successful completion of the Dosage Calculation 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 before 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 1327 and will not be able to progress in the program. The student must withdraw from all concurrent nursing courses.

Skills Competency

Lab Skills: During the semester, students are assigned clinical skills checkoffs to be demonstrated on campus. If the skill demonstrations do not meet the required criteria outlined, the student will be given two (2) additional opportunities for demonstration of the competency. The highest grade possible for the 2nd attempt will be 75%, and 3rd attempt will be 50% of the points available for that skill.

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 remain in co-requisite or concurrent courses. Refer to the Texarkana College Student Handbook and the Health Science Student Handbook.

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 content mastery is outlined under ATI Content Mastery Policy.

ATI RESOURCES FOR STUDENT SUCCESS

Throughout the course the student will be responsible to completing ATI assessments and modules as assigned by your instructor. These modules may be part of your homework and quiz grade.

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.**

ATI CONTENT MASTERY POLICY

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 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.

REMEDICATION IS TO BE HANDWRITTEN

Topics To Review

	Management of Care (11 items)	<u>NCLEX Test</u>
	Information Technology (1 item)	Remediation Topic!!
1	Airway Management: Tracheostomy Suctioning (Active Learning Template - Nursing Skill, RM FUND 9.0 Ch 53)	
	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. Patient Safety: **Priority Action Following a Fall**
 - a. When a patient falls, the nurses' first duty is to the patient: 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.

ATI Content Mastery Policy for Standardized Exams

ATI Content Mastery consists of practice and proctored assessments with remediation that total 10% of the 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 <ul style="list-style-type: none"> A student will earn a total of 2 points upon completion of the Practice Assessment(s) by the assigned deadline. A student who does not complete the Practice Assessment(s) by the assigned deadline will receive 0 points. 					_____ points (2 pts possible)
B. Complete Remediation <ul style="list-style-type: none"> Students will earn a total of 2 points upon completion of remediation by the assigned deadline. For each topic missed, students must identify 3 critical points to remember about the topics. Students who do not identify 3 critical points to remember for each topic missed will not receive credit for completing remediation and will receive 0 points for the assignment. 					_____ points (2 pts possible)
STEP 2: Proctored Assessments					Points Earned
A. Complete Proctored Assessment at Assigned Time <ul style="list-style-type: none"> Use the table below to calculate points earned and identify remediation requirements. Students will earn 1 to 4 points based upon the score they earn on the Proctored Assessment. 					
Proficiency:	Level 3	Level 2	Level 1	Below Level 1	
Points Earned:	4 points	3 points	2 points	1 point	_____ points (4 pts possible)
B. Complete Remediation <ul style="list-style-type: none"> Students will earn a total of 2 points upon completion of remediation by the assigned deadline regardless of which level they scored on the Proctored Assessment. For each topic missed, students must identify 3 critical points to remember about the topics. Students who do not identify 3 critical points to remember for each topic missed will not receive credit for completing remediation and will receive 0 points for the assignment. 					_____ points (2 pts possible)
Points Possible = 2 + 2 + 4 + 2 = 10					_____ Total Points

Unit 1 Application of the Nursing Process in the Care of the Perioperative Client & the Client in Pain Concepts of Infusion Therapy, & Legal Ethical Concepts

OBJECTIVES

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

1. Discuss the differences between regulations, policies, and standards of practice in nursing. Compare and contrast the differences between the LPN/LVN and RN scope of practice and their legal responsibilities as described in the Nurse Practice Act. (CO 4,5)
2. Describe areas of professional growth to which the RN is committed to as a member as a profession. Discuss factors that influence ethical decision making. (CO 4, 7)
3. Discuss aspects of law that affects and/or influences the practice of nursing, such as negligence, malpractice, and liability. Explain the differences between law and ethics. (CO 4, 5)
4. Define pain and factors that affect pain and compare and apply a systematic problem-solving process (assessment, interventions, evaluation) to decrease a client’s pain, including non-pharmacologic strategies and comparison of analgesics, adjuvants, and delivery routes for pain management. (CO 1, 2, 3, 5,)
5. Discuss legal aspects of surgery and differentiate among various types and purposes of surgery. (CO 1, 2, 3, 4, 5, 7)
6. Teach surgical clients about dietary restrictions, preoperative preparations and medication and interventions to perform after surgery to prevent complications. (CO 1, 2, 3 9)
7. Compare and apply a systematic problem-solving process (assessment, interventions, evaluation) to reduce the risk for perioperative complications, including complete perioperative assessment with laboratory and clinical data assessment (CO 1, 2, 3, 5, 8, 9)
8. Apply a systematic problem-solving process (assessment, interventions, evaluation) for the immediate and ongoing post anesthetic phase to prevent complications. (CO 1, 2, 3, 5)
9. Demonstrate evidence-based practice, which includes legal and ethical responsibilities, for inserting and discontinuing various peripheral intravenous catheter systems and calculation of flow rates for parenteral fluids. (CO 1, 2, 3, 4, 5, 6, 7, 8)
10. Utilize clinical judgment to assess and implement interventions to prevent and manage systemic complications, and therapeutic communication to educate clients about IV therapy. (CO 1, 2, 3, 4, 5, 6, 7, 8)

THEORETICAL CONTENT

Ignatavicius 10th Edition

Chapter 6 Assessment and Concepts of Care for Patients with Pain

Chapter 9 Concepts of Care for Perioperative Patients

Chapter 15 “Concepts of Infusion Therapy” (*Omit: Midline Catheters, Central Intravenous Therapy, and Alternative Sites for Infusion*)

Jarvis: Chapter 20: The Complete Health Assessment

Online Resources: Texas Board of Nursing

LEARNING ACTIVITIES

Homework

ATI Skills Module

Pain Management

Engage Fundamentals RN

Scope and Standards of Practice

Ethical and Legal Considerations

Assessment and Perioperative Skills On Campus Lab

EVALUATION

Satisfactory Completion of Assessment Skills Performance

UNIT 1 EXAM

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 into the problem *Example: $\frac{1\text{kg}}{2.2\text{ lbs}} \times 76\text{lbs} = ?$*
 - 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: $21.4 = 21\text{ gtts/min}$
Example: $21.5 = 22\text{ gtts/min}$
 - ii. mL/hr has to be rounded to the tenth
Example: $75.65 = 75.7\text{ mL/hr}$
7. Capsules and Tablets
 - a. Capsules: must be rounded to a whole number
Example: $1.6 = 2\text{ capsules}$
Example: $1.3 = 1\text{ capsule}$
 - b. Tablets: assume tablets are **not** scored unless otherwise indicated. If indicated as scored, round to the nearest half tablet.

IV CALCULATION FORMULAS

To calculate milliliters per hour (mL/hr):

$$\frac{\text{Total Solution}}{\text{Number of Hours to Infuse}} = \text{mL/hour}$$

Calculating the drop rate: $\frac{\text{mL}}{\text{hour}} \times \frac{\text{gtts}}{\text{mL}} \times \frac{1 \text{ hour}}{60 \text{ minutes}} = \text{gtts/min}$

Example Questions:

Order: 1000mL of NS to run over 24 hours Calculate the mL/hr?

$$\frac{1000\text{mL}}{24 \text{ hours}} = 41.67 \text{ or } 41.7\text{mL/hr}$$

Order: 1000mL of NS to run at 50mL/hr
Administration Set (drop factor):
30gtts/mL Calculate the drop rate?

$$\frac{50\text{mL}}{\text{hour}} \times \frac{30\text{gtts}}{\text{mL}} \times \frac{1 \text{ hour}}{60 \text{ minutes}} = 25\text{gtts/min}$$

Order: 3000 mL of D5NS over 24 hours
Administration Set (drop factor): 15
gtts/mL Calculate the drop rate?

$$\frac{3000\text{mL}}{24 \text{ hours}} \times \frac{15\text{gtts}}{\text{mL}} \times \frac{1 \text{ hour}}{60 \text{ minutes}} = 31.25 \text{ or } 31 \text{ gtts/min}$$

RNSG 1327/1160
IV PRACTICE PROBLEMS

1. Order: 1000 mL of D5 0.2% NS with 20 mEq potassium Chloride added to infuse over 12 hours.
Administration Set: 10 gtts/mL
 - A. The IV is infused by pump. Calculate the flow rate in mL/hour.
 - B. The IV is infused by gravity. Calculate the drop rate (gtts/minute).
2. Order: Vancomycin 1 Gram in 150 mL of D5W over 1.5 hours. Drop factor: 60 gtts/mL
 - A. Calculate the flow rate in mL/hour for the pump.
 - B. Calculate the drops per minute (gtts/minute) for the IV infused by gravity.
3. Order: Zinacef 1 Gm. IVPB in 50 mL of D5W to infuse in 30 minutes. Administration Set: 15 gtts/mL
 - A. Calculate the flow rate for use of the pump.
 - B. Calculate the drop rate when the IV is infused by gravity.
4. Order: 1200 mL of NS to be infused over 8 hours. Drop factor: 15 gtts/mL
 - A. Calculate the mL/hour for use of the pump.
 - B. Calculate the gtts/minute.
5. Order: 1200 mL of D5NS over 10 hours. Administration Set: 60 gtts/mL
 - A. Calculate the mL/hour for use of the pump.
 - B. Calculate the drop rate.
6. Order: 1800 mL of D5W in 24 hours by infusion pump. Drop factor: 10 gtts/mL
 - A. Calculate the mL/hour for the pump.
 - B. Calculate the drop rate.
7. Order: 500 mL Ringers Lactate in 12 hours. Drop factor: 10 gtts/mL
 - A. Calculate the flow rate if the pump is used.
 - B. Calculate the drop rate if the IV is infused by gravity.
8. Order: 100 mL of 0.45% NS in 45 minutes by infusion pump.
 - A. Calculate the infusion flow rate.
9. Order: 1500 mL of 0.9% NS in 10 hours. Drop factor: 20 gtts/mL
 - A. Calculate the flow rate if the pump is used.
 - B. Calculate the drop rate if IV is infused by gravity.
10. Order: 1 Unit of Packed Red Blood Cells (250 mL PRBCs) to infuse within 4 hours. Drop factor: 20 gtts/mL
 - A. Calculate the drop rate (gtts/minute)

Unit 2 Application of the Nursing Process in the Care of the Client with Fluid and Electrolyte and Acid-Base Imbalances

OBJECTIVES

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

1. Discuss the function, distribution, movement and regulation of fluid and electrolytes in the body. (CO 1)
2. List factors that influence abnormal body fluid and electrolyte balance. (CO 1)
3. Recognize clinical signs and laboratory findings of selected fluid and electrolyte disturbances (CO 1)
4. Use the nursing process related to fluid and electrolytes and acid base when providing care for patients. (CO 1, 2, 3, 5)
5. Apply knowledge of anatomy, physiology, and pathophysiology to perform an evidence-based assessment for the patient with a disturbance of acid-base balance. (CO 1, 2, 3, 5)
6. Interpret assessment findings for the patient experiencing a disturbance of acid-base balance. (CO 1)
7. Use the nursing process related to acid-base balance when providing care for patients. (CO 1, 2, 3, 5)
8. Utilize clinical judgment to assess and implement interventions to prevent and manage systemic complications, and therapeutic communication to educate clients about transfusion therapy. (CO 1, 2, 3, 4, 5, 6, 7, 8)

THEORETICAL CONTENT

Ignatavicius 10th Edition

Chapter 13 Concepts of Fluid and Electrolyte Balance and Imbalance

Chapter 14 Concepts of Acid-Base Balance and Imbalance

Chapter 34 “Transfusion Therapy” section only. Pages 853-859.

LEARNING ACTIVITIES

Homework

Engage Fundamentals RN

Fluid, Electrolyte, and Acid-Base Regulation

ATI Skills Module

Virtual Scenario: Blood transfusion

Nursing Process On Campus Lab

Communication Presentations

Fluid and Electrolyte On Campus Lab

EVALUATION

Satisfactory Completion of IV Skills Performance

UNIT 2 EXAM

Unit 3 Application of the Nursing Process Focusing on Gastrointestinal Disorders

OBJECTIVES

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

1. Demonstrate knowledge of anatomy and physiology in formulating a care plan for the patient with gastrointestinal disturbances. (CO 1, 2, 3, 4)
2. Assess characteristics of common gastrointestinal system disturbances. (CO 1, 2, 3)
3. Formulate nursing diagnoses related to the patient with gastrointestinal disturbances and design a plan of care for the patient using evidence-based practice. (CO 2, 5, 10)
4. Demonstrate the ability to take a health/illness history of patients with disturbances of the gastrointestinal system, incorporating societal/cultural differences and apply the nursing process using critical thinking. (CO, 1, 2, 3, 4, 5, 11)
5. Integrate the purpose of diagnostic measures and treatment modalities for specific GI disturbances. (CO 1, 2, 3)
6. Administer medications safely to patients with disturbances of the gastrointestinal system based on National Patient Safety Goals. (CO 1, 3, 6, 7, 9, 11)
7. Perform technical skills following standards of nursing care applicable to patients with disturbances of the gastrointestinal system. (CO 7, 8, 9, 10, 11)
8. Integrate principles of nutrition and food/fluid intake in the care of patients with a disturbance of the GI system. (CO 1, 2)
9. Determine the relationship of psychosocial concepts to common gastrointestinal disorders considering cultural/ethnic and social diversity. (CO 3, 4, 5, 6, 8)
10. Integrate community resources in promoting health, preventing disease, and planning nursing care of the patient with a disturbance of the gastrointestinal system. (CO 1, 2, 10, 11)

THEORETICAL CONTENT

Ignatavicius 10th Edition

Chapter 45 Assessment of the Gastrointestinal System (*Omit: liver, gallbladder, & pancreas*)

Chapter 47 Concepts of Care for Patients with Stomach Conditions

Chapter 48 Concepts of Care for Patients with Noninflammatory Intestinal Conditions

Chapter 49 Concepts of Care for Patients with Inflammatory Intestinal Conditions

LEARNING ACTIVITIES

Homework

ATI Real Life RN Medical Surgical

GI Bleed (**STRONG** to receive credit)

ATI Learning Systems RN

Practice Quizzes: Medical Surgical: Gastrointestinal

EVALUATION

Satisfactory Completion of F/C and NG Skills Performance

Unit 3 Exam

Unit 4 Application of the Nursing Process in the Care of the Client with Peripheral Vascular Disorders and Disorders of the Respiratory System

OBJECTIVES

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

1. Utilize knowledge of normal anatomy and physiology in discussing disease processes. (CO 1, 5,8)
2. Identify the role and responsibilities of the RN when caring for patient with both respiratory and vascular diseases. (CO 5, 8)
3. Discuss the etiology, risk factors, prevalence, and prevention of common lower respiratory tract and vascular disorders. (CO 1, 3)
4. Develop patient centered teaching for patients with lower respiratory tract and vascular disorders. (CO 1,2)
5. Identify community resources in planning outpatient nursing care. (CO 9)
6. Recognize principles of growth and development throughout the lifespan, considering societal/ cultural differences of patients with lower respiratory tract and vascular disorders. (CO 1, 2, 4)

THEORETICAL CONTENT

Ignatavicius & Workman:

Chapter 22: Assessment of the Respiratory System

Chapter 24: Concepts of Care for Patients with Noninfectious Lower Respiratory Conditions (*Omit: Cystic Fibrosis*)

Chapter 27: Assessment of the Cardiovascular System

Chapter 30: Concepts of Care for Patients with Vascular Conditions

LEARNING ACTIVITIES

Homework

ATI Real Life RN Medical Surgical

COPD (**STRONG** required to receive credit)

ATI Skill Module

Oxygen Therapy

PVD and Respiratory On Campus Lab

EVALUATION

UNIT 4 EXAM



TEXARKANA COLLEGE
ASSOCIATE DEGREE NURSING PROGRAM
Student Course Requirement and Program Compliance Agreement

I have read the RNSG 1327 and 1160 Course Syllabus and Clinical Packet and understand the course requirements and policies. I agree to comply with the clinical and classroom policies to meet the requirements for course completion.

I have read the Texarkana College Health Science Division Handbook and understand the policies and procedures stated therein. I agree to comply with all policies and procedures to meet the requirements for course completion.

I have read the Texarkana College Student Handbook and understand the policies described therein. I agree to comply with these policies.

I understand and can utilize the procedures for Standard Precautions that are in the Health Science Student Handbook.

I understand that as a student in Health Science, I am required to be up to date on all immunizations (including TDaP, TB skin test, influenza, and Hepatitis B) during my enrollment in the Health Science Program.

I understand that as a student enrolled at Texarkana College in the Associate Degree Nursing Program, I am entering a profession with a stated code of ethics.
(Texarkana College Student Handbook).

I agree to adhere to and maintain strict CONFIDENTIALITY in all situations relating to patient information and care. I also recognize that disclosing the content of clinical teaching scenarios constitutes a breach in ethics. I, therefore, agree to refrain from discussing the contents of these learning experiences with anyone other than the faculty.

During my enrollment, I understand that photographs and/or videos of clinical teaching/learning activities may take place. Such photos/videos will be the property of Texarkana College and used for learning or advertising purposes only. They would not be used for profit by Texarkana College or the Health Science Division. By signing below, I consent to the activities mentioned above.

Courses: RNSG 1327 and 1160.

Student Printed Name

Date

Student Signature