



TEXARKANA COLLEGE

RNSG 1431

**PRINCIPLES OF CLINICAL
DECISION MAKING**

SYLLABUS

**Prepared by FACULTY
HEALTH SCIENCE DIVISION
Associate Degree Nursing Program**

**TEXARKANA COLLEGE
Texarkana, Texas**

COURSE SYLLABUS OUTLINE

COURSE NAME: Principles of Clinical Decision-Making

COURSE NUMBER: RNSG1431

CREDIT HRS: 4 LECTURE: 4

LAB: 0 TOTAL CLOCK HOURS: 64

Course Title: Principles of Clinical Decision-Making

Course Level: Introductory

Course Description: Examination of selected principles related to the continued development of the professional nurse as a provider of patient-centered care, patient safety advocate, member of the healthcare team, and member of the profession. Emphasis is placed on clinical decision making for patients in medical-surgical settings experiencing health problems involving fluid and electrolytes; perioperative care; pain; respiratory disorders; peripheral vascular disorders; immunologic disorders; and infectious disorders. Discussion of knowledge, judgment, skills, and professional values within a legal/ethical framework.

End of Course Outcomes: Utilize critical thinking and systematic problem-solving process as a framework for providing care for patients in structured health care settings experiencing health problems involving fluid and electrolytes; perioperative care; pain; respiratory disorders; peripheral vascular disorders; immunologic disorders; and infectious disorders; and explain the roles of the professional nurse in the provision of patient-focused care.

Key Concepts and General Course Plan: This course provides a foundation for applying the key concepts of nursing care related to fluid and electrolyte imbalances, perioperative care, pain, respiratory disorders, peripheral vascular disorders, immunologic disorders, and infectious disorders. The course focuses upon application of the nursing process to promote physical and emotional health, health maintenance, prevent disease, and provide quality, safe, cost-effective nursing care during illness. Concepts of communication, nutrition, pharmacology, clinical reasoning/decision-making, evidenced-based practice, cultural competence, and scope of nursing practice standards are threaded throughout the course.

Prerequisites: BIOL 2301, 2101, 2302, 2102, 2320, 2120; PSYC 2301 and 2314;
RNSG 1413, 1360; and AHA/BLS-HCP

Co-requisites: ENGL 1301; 1412, and 1460

**Co-requisite courses must be completed by the end of the Semester.
Failure to do so prohibits progression in the program.**

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) 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. **Utilize critical thinking skills** to provide patient-centered nursing tasks using evidence-based outcomes and the nursing process to accommodate society/cultural differences and communicate the same to other members of the healthcare team in a timely manner.
2. **Demonstrate a personal responsibility** to respect a patient's right to participate in decisions affecting their health by promoting patient-centered tasks and ensuring confidentiality.
3. **Employ therapeutic communication skills** to act as a patient safety advocate by establishing compassionate, caring, and therapeutic relationships in a physically and psychologically safe environment.
4. Accepts and makes assignments and delegates tasks to other members of the healthcare team **using empirical and quantitative skills** that take into consideration patient safety, organizational policies, and scope of practice and demonstrated abilities.
5. Demonstrate professional **and social responsibility** as an associate degree nurse by assuming responsibility and accountability for quality of nursing tasks, maintaining continued competence, adhering to ethical and legal standards, and promoting a positive image of professional nursing.
6. Serve as an advocate for continuity of care **through teamwork** and promote quality and access to healthcare for the patient and family.

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

Revised: 2021

SLO = IE Student Learning Outcomes (Program)

SOP = Texas BON Standards of Practice (2019)

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

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 1431 PRINCIPLES OF CLINICAL DECISION
MAKING COURSE STUDENT LEARNING OBJECTIVES**
(Competencies to be measured)

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

1. Discuss, with assistance, how the nursing process and the holistic model can be used to make clinical decisions in the tasks of individual patients with deviations from health while accommodating societal/cultural differences. (PSLO 2, 5DEC-P, S SOP 2,17 QSEN-P)
2. Use the principles of pharmacology, nutrition, fluids and electrolytes, rehabilitation, and communication integrating best current evidence to facilitate self-care, health promotion and health teaching in the care of patients. (PSLO 5, DEC-P, G SOP 2, 3, 7, 21 QSEN- P)
3. Demonstrate comprehensive understanding of how and to whom, the data gathered regarding the patient's condition should be communicated and done so in a timely manner. (PSLO 1 DEC-P, H SOP 2, 4, 5 QSEN- T)
4. Discuss principles of effective interpersonal relationships and maintaining a just culture when utilizing therapeutic communication skills and civility with the patient, family, and other team members in the health care setting. (PSLO 2 DEC-T, D SOP 5, 6, 15 QSEN-T)
5. Promote a culture of safety by assessing situational and environmental factors which contribute to or detract from safe nursing practice. (PSLO 3 DEC- S, B SOP 5, 16, 18, 19, QSEN- S)
6. Ensure a service of excellence when demonstrating knowledge of the physical and psychological safety factors necessary to promote the health and dignity of the patient. (PSLO 3, DEC- S, B SOP 2, 5, 17, 18, 19, 20 QSEN- S)
7. Explore legal and ethical implications consisting of Nursing Peer Review of patient centered tasks. (PSLO 5 DEC- P, E SOP 1, 5, 6 QSEN- P)
8. Describe opportunities for patients to participate in decisions affecting their care. (PSLO 2 DEC- T, A SOP 2, 21 QSEN- P)
9. Integrate understanding of alternative solutions for delivery of health care. (PSLO 4, DEC- T, B SOP 21, 22 QSEN- T)
10. Describe reliable physical resources for locating evidence-based practice resources. (PSLO 1 DEC- T, E SOP 2, 23 QSEN- E)
11. Identify situations for the nurse to serve as a patient advocate for vulnerable populations and when the patient is unable to do so. (PSLO 6 DEC- T, B SOP 21 QSEN- P)
12. Ensure a service of excellence while functioning effectively and in a timely manner within nursing and interprofessional teams. (PSLO 5 DEC- M, B SOP 15, 23 QSEN- T)

METHODS OF INSTRUCTION

1. Lecture/Discussion
2. Media resources
3. Assigned and supplemental readings
4. Demonstration/Return demonstration
5. Conference – individual and group
6. Objective testing
7. Self-evaluation
8. Reports and projects
9. Written, computer, library assignments
10. Simulation
11. Study Guides

REQUIRED TEXTBOOKS and SUPPLIES

Ignatavicius, D., Rebar, C., Heimgartner, N. Medical-Surgical Nursing: Concepts for Clinical Judgement and Collaborative Care, (11th ed.). St. Louis, MO: Elsevier 2024. *ISBN 978-0-323-87826-5*

Ladwig, Ackley, Makic, Martinez-Kratz, Zanotti. Mosby's Guide to Nursing Diagnosis, (6th ed.). St. Louis, MO: Elsevier 2021. *ISBN 978-0-323-87511-0*

Nursing Drug Reference/Guide (*most recent edition*)

ADN Skills Kit *(Skills kit purchased for Foundations Course)

A **stethoscope**, **bandage scissors**, **pen light** and a **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 REFERENCES

Ignatavicius & Heimgartner. Medical-Surgical Nursing: Concepts for Clinical Judgement and Collaborative Care, (11th ed.). St. Louis, MO: Elsevier 2024. (Clinical Companion) *ISBN 9780323876995* (Recommended, but part of the bundle)

Ignatavicius, D. and Rebar, C. Medical Surgical Nursing: Concepts for Clinical Judgement and Collaborative Care Study Guide, (11th ed.), Philadelphia: W. B. Saunders, 2024. *ISBN 978-0323-87832-6* (Recommended, but part of the bundle)

Texas Board of Nursing website; for the Nursing Practice Act. www.bon.state.tx.us

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 computer with internet access with the necessary requirements for classes.

Student printed name

Date

Student Signature

TESTING CENTER POLICIES

The Testing Center is located in the Academic Commons.

To take a test the student must:

1. arrive on time and present a TC picture ID.
2. know course name and section number of class
3. know the test or exam name

Testing Center Hours: as posted on TC website

No exams will be started within one hour of the posted closing time. Check with 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 and TC On-line
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 accommodations, please present it 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.

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**

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/>

CONTACT INFORMATION: tc.counselor@texarkanacollege.edu or (903) 823-3143
Health Science Building, Office 135

NATIONAL SUICIDE PREVENTION LIFELINE 988

COURSE REQUIREMENTS

1. Attendance for RNSG 1431 class is essential. **No more than three (3) lecture classes may be missed.** In the event of a fourth absence, the student is not allowed to continue in the course. Students who are up to 15 minutes late are tardy. Students more than 15 minutes late are counted absent. Three (3) tardies equal one (1) absence. Leaving class early counts as a tardy or absence according to the time missed. It is the responsibility of each student to contact the course leader regarding class absence. All work must be made up. Refer to the Health Science Division Student Handbook and the Texarkana College Student Handbook. If a student is absent from class and a quiz is given, the student will not be allowed to make the quiz up.
2. 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 assessed for the seminar. When possible, the dates are announced in advance of the seminar. If the seminar is required in lieu of class, the student will be expected to attend the entire seminar.
3. 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.
4. Standards of conduct as described in the current Health Science Division Student Handbook and Texarkana College Student Handbook shall be followed. Disciplinary action is described in the Handbooks. Students are responsible for reading and being familiar with these standards.

METHODS OF EVALUATION

1. Students must display Satisfactory performance in classroom (minimum of 75 or "C" required) to complete RNSG 1431. To progress, RNSG 1431, RNSG 1460, and RNSG 1412 must be passed concurrently.
2. Testing: An objective type, multiple-choice examination will be given at the conclusion of each Unit of content, for a total of six (6) Unit Exams. Exam scores are available from your Clinical Laboratory Instructor. A comprehensive Final Exam will be given, consisting of 100 questions. The Unit Exams are available for review with your clinical instructor for a period of one week following the Unit Exam. This is your **only** opportunity for review the topics of the Exam. The comprehensive final examination will **not** be available for student review.

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**.

Students must have a passing exam average (unit exams and final) of 75 or greater to successfully complete the course. Once this is accomplished the other grade categories will be averaged into the overall course grade. The overall course grade must also be greater than 75% to pass the course and continue in the program. Exam scores will be recorded as the score earned and **will not be rounded**.

Students who do not achieve a **passing grade of 75% on each unit exam will be required to complete exam remediation in ATI by an assigned date**. If not completed, the student may not be able to sit for the final exam. A score of at least 80% must be attained on all remediation. 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.

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 the exam in the allotted 5 days will result in a grade of zero.

Homework is due at the beginning of class or at the time designated by the instructor. **NO late work will be accepted**.

3. Final grade computation: Once the student has demonstrated a passing exam average, the final grade in RNSG 1431 will be calculated using ATI standardized assessments, homework/quizzes, 5-unit tests and a final exam. Each item will be the following percentage of the overall grade:

ATI Standardized Assessments	10%
Homework/Quizzes	10%
6 Unit Tests	60%
Final Exam	20%

<p>Health Science Division Grade Ranges:</p> <p>100-90 = A 89.9-81 = B 80.9-75 = C 74.9-65 = D Below 65 = F</p>	<p>Students must have a passing exam average (unit exams and final) of 75 or greater to successfully complete the course.</p> <p>Exam Average is calculated as:</p> <ul style="list-style-type: none"> • 75% = Unit Exams • 25% = Final <p>Once the passing exam average has been attained, the overall course grade computation is:</p> <ul style="list-style-type: none"> • 80% = Exam Average • 10% = ATI Practice & Proctored Assessments with remediation • 10% = Homework <p>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."</p> <p>There will be NO rounding of exam averages, course averages, or other course work in the Health Sciences ADN Program.</p>
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4. 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 or 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.

5. Progression in a Tandem Course: (RNSG 1412 and RNSG 1460)
Students must register and enroll for **all** nursing courses. A student who is unsuccessful in either RNSG 1431, RNSG 1460, or RNSG 1412 may not progress in the program.

Drop procedures follow current college policy. If a nursing course is dropped, on or before the “Drop Date”, the concurrent and tandem nursing course(s) must also be dropped unless they have already been successfully completed. Failure on the student’s part to drop the concurrent and/or tandem course(s) will result in a failing grade being recorded as the grade for that course. This may adversely affect the student’s GPA. A student may be dropped for attendance after the drop date by the faculty.

For example, if a student enrolled in RNSG 1431 and 1460 fails or withdraws, he/she must withdraw from the tandem course – RNSG 1412. The decision to withdraw from either course must be made prior to taking the final exam and the drop date. Once the student has taken the final exam, a grade for the course will be submitted.

Students are expected to follow the printed Curriculum Agreement. If the student is withdrawing from a general education course listed on the Curriculum Agreement, the student **must** discuss this action with the course coordinator prior to withdrawal as progression in nursing courses may be affected. **Attention: Dropping a class may affect your funding in a negative way! You may owe money to the school or the government. Check with financial Aid before making a decision.**

6. **Students will not bring food or drinks into the Classroom or Computer lab at any time.**

7. Approved HCDs (handheld computing devices) may be used for classroom exercises, lab activities and in the clinical areas **as directed by faculty**. Tablets (such as iPad), iTouch, and Laptop computers may be used in the classroom. All other devices (Smart Phone, Smart Watch, Bluetooth Bracelet, Digital Organizer, Personal Digital Assistant, Wireless E-mail Device, etc.) should be turned off in either clinical or classroom areas. Students are fully responsible to ensure that they always adhere to all regulations whether at school, at clinical, on break, or anywhere else. This includes proper management of confidential client information

8. Simulation policy: Students may be assigned to the Simulation Lab and/or to simulation activities as part of their student experience. The simulation experience is designed to enhance the student’s clinical experiences and will reflect program and course objectives. Simulation experiences will be graded. To earn a satisfactory grade, the student must successfully meet the defined objectives, procedures and/or tasks within a specific time frame. Students will be expected to conduct themselves in a professional manner as outlined in the Health Science Student Handbook. Students who receive an unsatisfactory grade and/or act unprofessionally, during the simulation activity, will be counseled. Absences from simulation activities will be counted and applied as appropriate.

9. Students must comply with *Health Science Student Handbook* policies. 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.**

10. **Skills Check-off:** 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% of the points available for that skill and a 3rd 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 continue in co-requisite or concurrent courses. Refer to the Texarkana College Student Handbook and the Health Science Student Handbook.

Skills introduced in this course, as well as previously learned skills and guidelines, must be performed satisfactorily. Competency will be tested on all skills learned at the end of the semester at the Skills Fair.

Attendance of the Skills Fair is required.

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.**
- 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 that are **10%** of the total course grade. The Grading Rubric for the Comprehensive Predictor ATI Assessment is as follows:

STEP 1: Practice Assessment with Required Remediation		Points Earned
A. Complete Practice Assessment: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 					
Comprehensive Predictor Probability Score:	95% or above	90% or above	85% or above	84% or below	
Proctored Exam 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 <ul style="list-style-type: none"> 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

Topics To Review

Management of Care (11 items)

NCLEX Test Category

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: Priority Action Following a Fall (RN QSEN - Patient-centered Care, Active Learning Template - Basic Concept, RM FUND 9.0 Ch 12)
- 3 Medical and Surgical Asepsis: Precautions When Caring for a Client Who Has a Latex Allergy (RN QSEN - Safety, Active Learning Template - System Disorder, RM FUND 9.0 Ch 10)

**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:

**On this 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 of the resources available from ATI.

Student printed name

Date

Student Signature

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 = or >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.

UNIT I - Application of the Nursing Process in the Care of the Perioperative Client and the Client in Pain, Concepts of Infusion Therapy

OBJECTIVES

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

1. 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, 7, 8)
2. Discuss legal aspects of surgery, various types and purposes of surgery, and teach surgical clients about dietary restrictions, preoperative preparations and medication and interventions to perform after surgery to prevent complications. (CO 1, 2, 3, 7, 9)
3. 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, 3, 8, 9)
4. Discuss the roles and responsibilities of various intraoperative personnel and interventions to protect the client from injury, poor thermoregulation, malignant hyperthermia, and infection during the intraoperative period. (CO 1, 2, 3, 5, 6, 7, 11, 12)
5. Apply a systematic problem-solving process (assessment, interventions, evaluation) for the immediate and ongoing post anesthetic phase to prevent complications. (CO 1, 2, 6)
6. Discuss the nurse's legal and ethical responsibilities in intravenous therapy related to complications of intravenous fluid and blood/blood product administration and the use of therapeutic communication to provide patient and family education related to IV and blood therapy. (CO 4, 6, 7, 11, 12)
7. Demonstrate evidence-based practice for inserting and discontinuing a peripheral intravenous catheter including calculation of flow rates for parenteral fluids when using various IV administration systems. (CO 2, 6)
8. Utilize clinical judgment to assess, prevent, document, and manage systemic complications related to infusion therapy. (CO 1, 2)

THEORETICAL CONTENT

Ignatavicius, Rebar, and Heimgartner:

- **Chapter 6** Assessment and Concepts of Care of Patients with Pain
- **Chapter 15** Concepts of Infusion Therapy (*Omit: Midline Catheters, Central Intravenous Therapy, and Other Types of Infusion Therapy*)
- **Chapter 9** Concepts of Care for Perioperative Patients
- **Chapter 34** Concepts of Care for Patients with Hematologic Conditions: *Transfusion Therapy* pg. 853-858

ATI Nursing Education: RN Pharmacology for Nursing Resource Book:

IV Flow Rates

Intravenous Therapy

LEARNING ACTIVITIES

ATI Skills Modules 3.0

- IV Med Administration
- Blood Administration
- Pain Management

IV Therapy and Phlebotomy Skills:

1. Demonstration of IV administration system using large volume fluids and IVPBs.
2. Start an IV infusion on a mannequin.
3. Calculate flow rates and set flow rates.
4. Saline Flush.
5. Drawing Venous Blood for Blood Specimen Collection.

EVALUATIONS

Satisfactory Completion of Skills Check-off
UNIT I EXAM

IV CALCULATION FORMULAS

To calculate milliliters per hour (mL/hr):

$$\frac{\text{Total Solution}}{\text{Number of hours to run}} = \text{mL/hour}$$

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

What is 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

What is 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

What is the drop rate?

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

UNIT I: IV PRACTICE PROBLEMS

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

Calculate the drop rate (gtts/minute).

UNIT II - Application of the Nursing Process in the Care of the Client with Peripheral Vascular Disorders

OBJECTIVES
<p>Upon completion of this unit, the student will be able to:</p> <ol style="list-style-type: none">1. Demonstrate knowledge of normal anatomy and physiology in discussing pathological processes of Peripheral Vascular Diseases (PVD). (CO 2)2. Perform a nursing assessment of the peripheral vascular system utilizing principles of growth and development and societal/cultural differences. (CO 1, 3)3. Discuss nursing responsibilities when caring for clients having diagnostic procedures related to PVD and demonstrate effective communication skills and behaviors that demonstrate acceptance of the client. (CO 1,2,3,4,8,11)4. Discuss the etiology, risk factors, prevention, and treatment of common PVD and safely perform common interventions and understand interventions administered by other health care professionals. (CO 1,2, 3, 10, 11)5. Apply the nursing process using clinical reasoning in providing cost-effective care to clients with PVD and utilize community resources in planning nursing care. (CO 1, 2, 3,10,11)6. Safely administer selected medications to clients with PVD. (CO 2, 6)7. Implement a teaching plan for the patient/family with a peripheral vascular disorder. (CO 14, 15)
THEORETICAL CONTENT
<p><u>Ignatavicius, Rebar, and Heimgartner:</u> <i>Interprofessional Collaboration for Patients with Cardiovascular System Conditions</i></p> <ul style="list-style-type: none">• Chapter 27 Assessment of the Cardiovascular System (p.636-652)• Chapter 30 Concepts of Care for Patients with Vascular Conditions
LEARNING ACTIVITIES
<p>Simulation</p> <p>Classroom activities</p>
EVALUATIONS
UNIT II EXAM

UNIT III - Application of the Nursing Process in the Care of the Client with Infectious and Immune Disorders

OBJECTIVES
<p>Upon completion of this unit, the student will be able to:</p> <ol style="list-style-type: none">1. Utilize knowledge of normal anatomy and physiology in discussing the processes of inflammation and immunity and discuss the purpose of inflammation and immunity (CO 1, 2,9)2. Differentiate between cell-mediated and antibody-mediated immunity and discuss primary versus secondary immunodeficiency, interventions, and collaborative management in immunocompromised clients. (CO 2,5,6,8,11,12)3. Differentiate between pathogenic infection versus opportunistic infection. (CO 2)4. Compare the basis for and manifestations of allergy and autoimmunity and the nursing responsibilities. (CO 2, 5, 6)5. Identify factors increasing susceptibility to infection. (CO2,3,6)6. Describe the principles of infection control in inpatient and community-based setting and interventions to reduce risks. (CO 2, 6)7. Discuss the components of the Centers for Disease Control (CDC) and Prevention Transmission-based Guidelines. (CO 2,6)8. Discuss the complications of infection and collaborative management. (CO 2, 12)
THEORETICAL CONTENT
<p><u>Ignatavicius, Rebar, and Heimgartner:</u> <i>Interprofessional Collaboration for Patients with Immunity Conditions</i></p> <ul style="list-style-type: none">• Chapter 16 Concepts of Inflammation and Immunity• Chapter 17 Concepts of Care for Patients with Allergy and Immunity Conditions• Chapter 19 Concepts of Care for Patients with Infection
LEARNING ACTIVITIES
<p>Classroom activities</p>
EVALUATIONS
<p>UNIT III EXAM</p>

UNIT IV - Application of the Nursing Process in the Care of the Client with Disorders of the Respiratory System

OBJECTIVES
<p>Upon completion of this unit, the student will be able to:</p> <ol style="list-style-type: none">1. Utilize knowledge of normal anatomy and physiology in discussing pathological processes of the respiratory tract. (CO 2, 9)2. Perform a nursing assessment of the respiratory tract utilizing principles of growth and development and societal/cultural differences. (CO 1,2,3)3. Discuss nursing responsibilities when caring for clients having diagnostic procedures related to the respiratory tract. (CO 1, 2, 3, 9)4. Discuss the etiology, risk factors, prevalence, and treatment of common respiratory tract disorders. (CO 2, 3, 5, 6)5. Apply the nursing process using critical thinking skills in providing cost-effective care to clients with respiratory tract disorders. (CO 3, 7, 8)6. Safely perform common respiratory interventions and understand interventions administered by other health care professionals. (CO 1, 2, 3, 6)7. Safely administer selected medications to clients with respiratory tract disorders while demonstrating effective communication skills and behaviors which demonstrate acceptance of client limitations. (CO 2, 4, 6, 8)8. Implement a teaching plan and utilize community resources for the client/family with a respiratory tract disorder. (CO 1, 4, 8, 9, 10)
THEORETICAL CONTENT
<p>Ignatavicius, Rebar, Heimgartner: <i>Interprofessional Collaboration for Patients with Respiratory System Conditions</i></p> <p>Chapter 22 Assessment of the Respiratory System</p> <p>Chapter 24 Concepts of Care for Patients with Noninfectious Lower Respiratory Conditions (<i>Omit: Cystic Fibrosis</i>)</p> <p>Chapter 25 Concepts of Care for Patients with Infectious Respiratory Conditions</p>
LEARNING ACTIVITIES
<p>ATI Real Life RN 4.0</p> <ul style="list-style-type: none">• COPD <p>ATI Engage</p> <ul style="list-style-type: none">• Engage Fundamentals RN 2.0: Gas Exchange & Oxygenation <p>Classroom activities</p>
EVALUATION
<p>UNIT IV EXAM</p>

UNIT V - 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 2)
2. List factors that influence abnormal body fluid and electrolyte balance. (CO 2)
3. Recognize clinical signs and laboratory findings of selected fluid and electrolyte disturbances (CO 2)
4. Use the nursing process related to fluid and electrolytes and acid base when providing care for patients. (CO 1, 12, 14, 15)
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)
6. Interpret assessment findings for the patient experiencing a disturbance of acid-base balance. (CO 2)
7. Use the nursing process related to acid-base balance when providing care for patients. (CO 1, 2)

THEORETICAL CONTENT

Ignatavicius, Rebar, Heimgartner: *Concepts of Fluid, Electrolyte, and Acid-Base Balance and Imbalance*

- **Chapter 13** Concepts of Fluid and Electrolyte Balance and Imbalance
- **Chapter 14** Concepts of Acid-Base Balance and Imbalance

LEARNING ACTIVITIES

ATI Engage

- Engage Fundamentals RN 2.0: Fluid, electrolyte, Acid-Base Regulation

Classroom activities

EVALUATIONS

UNIT V EXAM

UNIT VI - Application of the Nursing Process Focusing on Gastrointestinal Disorders

OBJECTIVES
<p>Upon completion of this unit, the student will be able to:</p> <ol style="list-style-type: none">1. Demonstrate knowledge of anatomy and physiology in formulating a care plan for patients with gastrointestinal disturbances. (CO 1, 2, 3, 4)2. Assess characteristics of common gastrointestinal system disturbances and formulate nursing diagnoses related to the patient with gastrointestinal disturbances and design a plan of care for the patient using evidence-based practice. (CO 1, 2, 3, 5, 10)3. 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)4. Integrate the purpose of diagnostic measures and treatment modalities for specific GI disturbances. (CO 1, 2, 3)5. Administer medications safely and perform technical skills to patients with disturbances of the gastrointestinal system based on National Patient Safety Goals and following standards of nursing care. (CO 1, 3, 6, 7, 9, 10, 11)6. Integrate principles of nutrition and food/fluid intake in the care of patients with a disturbance of the GI system. (CO 1, 2)7. Determine the relationship of psychosocial concepts to common gastrointestinal disorders considering cultural/ethnic and social diversity. (CO 3, 4, 5, 6, 8)8. 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
<p>Ignatavicius, Rebar, Heimgartner: <i>Interprofessional Collaboration for Patients with Gastrointestinal System Conditions</i></p> <p>Chapter 45 Assessment of the Gastrointestinal System (<i>Omit: liver, gallbladder, or pancreas</i>)</p> <p>Chapter 46 Concepts of Care for with Oral Cavity and Esophageal Conditions</p> <p>Chapter 47 Concepts of Care for Patients with Stomach Conditions</p> <p>Chapter 48 Concepts of Care for Patients with Noninflammatory Intestinal Conditions</p> <p>Chapter 49 Concepts of Care for Patients with Inflammatory Intestinal Conditions</p> <p>Chapter 52 Concepts of Care for Patients with Malnutrition: Undernutrition and Obesity</p>
LEARNING ACTIVITIES
<p>ATI Learning System RN 3.0:</p> <ul style="list-style-type: none">• Standard Quizzes: Medical-Surgical: Gastrointestinal <p>Classroom activities</p> <p>Simulation</p>
EVALUATION
<p>UNIT VI EXAM</p>