Course Syllabus

RNSG 1126 – Professional Nursing Concepts II

Revision Date: 11/2015

Texas Concept-Based Curriculum
Fall 2015

Course Name: Professional Nursing Concepts II
Course Number: RNSG 1126
Semester Credit Hours: 1
Lecture Hours per week: 1
Contact Hours per Semester: 16
State Approval Code: CIP 51.3801

Prerequisites: Admission to the nursing program or administrative approval; successful completion of all first semester courses
Co-requisites: RNSG 1533, 2261

Course Description

Expanding professional nursing concepts and exemplars within the professional nursing roles. Applying concepts of clinical judgment, ethical-legal, evidence-based practice, patient-centered care, professionalism, safety, and team/collaboration to the exemplars presented in the Health Care Concepts II course. Introduces concepts of leadership and management. Emphasizes role development of the professional nurse. This course lends itself to a concept-based approach.

Core Competencies

Students are expected to demonstrate basic competency in reading, writing, oral communication, math, and computer skills. Students are expected to be an active learning participant by assuming accountability in preparing for each class by completing required readings and/or other learning
activities as listed in each unit assignment. Proficiency will be measured by examination scores, oral
discussions, case studies and internet research activities.

Course Objectives

Upon completion of this course the student will:

1. Demonstrate the attributes and roles of the professional nurse.
2. Apply a systematic problem solving process for the development of clinical judgement.
3. Describe the legal-ethical parameters for professional nursing practice as related to selected exemplars.
4. Utilize professional communication techniques in providing patient-centered care and collaborating with members of the health care team.
5. Discuss roles of leadership/management including principles of delegation.

Course Outline

Clinical Judgment
- Clinical Skills (assessing wound/dressing decisions; timing and clustering of daily care)
- Urgent/Emergent Situations (start oxygen, recognize anaphylaxis, failure to rescue, rapid response team)
- Medication Management
- When to Contact Physician or other Health Care Provider

Communication
- Peers and Healthcare Team Members
- Assertive Communication
- Therapeutic communication

Professionalism
- Roles of the Nurse (Differentiated Essential Competencies: DECS)

Teamwork & Collaboration
- Conflict Management Strategies
- Group Process
  - Operating Room Team

Ethics & Legal Precepts
- Criminal Law
- Civil Law
- Informed Consent

Evidence-Based Practice
- Best Practices and Standards

Leadership & Management
- Delegation
Patient-Centered Care
- Scenarios Related to Course Content

Safety
- Time Outs
- Core Measures
- Anticipatory Guidance

Required Textbooks & Equipment

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Real Nursing Skills 2.0: Skills for the RN Online Code</td>
<td>Required</td>
<td>Pearson</td>
</tr>
<tr>
<td>RealEHRPrep with Cerner: Premium (24mos) PLUS Neighborhood 2.0 (24mos) – Access Card Package</td>
<td>Required</td>
<td>Pearson</td>
</tr>
<tr>
<td>Laboratory and Diagnostic Tests, 9e</td>
<td>Required</td>
<td>Kee</td>
</tr>
<tr>
<td>Simulations</td>
<td>Required</td>
<td>Pearson</td>
</tr>
<tr>
<td>Clinical Pocket Guide for Health &amp; Physical Assessment in Nursing 3/e</td>
<td>Required</td>
<td>D’Amico</td>
</tr>
<tr>
<td>PH: Reviews &amp; Rationales, Comprehensive Review for NCLEX-RN, 2e</td>
<td>Required</td>
<td>Hogan</td>
</tr>
<tr>
<td>2014 Intravenous Medications</td>
<td>Required</td>
<td>Gahart</td>
</tr>
<tr>
<td>Drugs and Classifications (pocket guide)</td>
<td>Required</td>
<td>Katherine L. Wiley</td>
</tr>
<tr>
<td>Nursing Diagnosis Handbook</td>
<td>Required</td>
<td>Ackley</td>
</tr>
<tr>
<td>HESI Comprehensive Review for the NCLEX-RN Examination</td>
<td>Required</td>
<td>HESI</td>
</tr>
</tbody>
</table>

Course Requirements

The student is required to
- Review definitions of all concepts on assigned concept analysis diagrams
- Complete required reading and posted assignments on Canvas prior to the start of the scheduled class or lab
- Attend and participate in all classroom, simulation and lab activities

Evaluation
- The student will take
  - 4 unit exams (15% each)
- HESI Level 2 exam conversion score (15%)
- 1 comprehensive final exam (25%)

- The student will receive the same grade for RNSG 1126 and RNSG 1533 for each exam given. The student must earn an overall grade of 75 or above to successfully pass RNSG 1126 and RNSG 1533. Please see the grading policy (section 5) in the Panola ADN Handbook.
- Each exam will combine content from RNSG 1126 and RNSG 1533.

Other:

- For current texts and materials, use the following link to access bookstore listings: [http://www.panolacollegestore.com](http://www.panolacollegestore.com)
- For testing services, use the following link: [http://www.panola.edu/elearning/testing.html](http://www.panola.edu/elearning/testing.html)
- If any student in this class has special classroom or testing needs because of a physical learning or emotional condition, please contact the ADA Student Coordinator in Support Services located in the Administration Building or go to [http://www.panola.edu/student-success/disability-support-services/](http://www.panola.edu/student-success/disability-support-services/) for more information.
- Withdrawing from a course is the student’s responsibility. Students who do not attend class and who do not withdraw will receive the grade earned for the course.
SCANS CRITERIA

1) **Foundation skills are defined in three areas: basic skills, thinking skills, and personal qualities.**

   a) **Basic Skills:** A worker must read, write, perform arithmetic and mathematical operations, listen, and speak effectively. These skills include:
      i) **Reading:** locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.
      ii) **Writing:** communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.
      iii) **Arithmetic and Mathematical Operations:** perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.
      iv) **Listening:** receive, attend to, interpret, and respond to verbal messages and other cues.
      v) **Speaking:** Organize ideas and communicate orally.

   b) **Thinking Skills:** A worker must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively. These skills include:
      i) **Creative Thinking:** generate new ideas.
      ii) **Decision Making:** specify goals and constraints, generate alternatives, consider risks, and evaluate and choose the best alternative.
      iii) **Problem Solving:** recognize problems and devise and implement plan of action.
      iv) **Visualize ("Seeing Things in the Mind's Eye"):** organize and process symbols, pictures, graphs, objects, and other information.
      v) **Knowing How to Learn:** use efficient learning techniques to acquire and apply new knowledge and skills.
      vi) **Reasoning:** discover a rule or principle underlying the relationship between two or more objects and apply it when solving a problem.

   c) **Personal Qualities:** A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.
      i) **Responsibility:** exert a high level of effort and persevere toward goal attainment.
      ii) **Self-Esteem:** believe in one's own self-worth and maintain a positive view of oneself.
      iii) **Sociability:** demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.
      iv) **Self-Management:** assess oneself accurately, set personal goals, monitor progress, and exhibit self-control.
      v) **Integrity and Honesty:** choose ethical courses of action.

2) **Workplace competencies are defined in five areas: resources, interpersonal skills, information, systems, and technology.**

   a) **Resources:** A worker must identify, organize, plan, and allocate resources effectively.
      i) **Time:** select goal-relevant activities, rank them, allocate time, and prepare and follow schedules.
      ii) **Money:** Use or prepare budgets, make forecasts, keep records, and make adjustments to meet objectives.
      iii) **Material and Facilities:** Acquire, store, allocate, and use materials or space efficiently.
      Examples: construct a decision time line chart; use computer software to plan a project; prepare a budget; conduct a cost/benefits analysis; design an RFP process; write a job description; develop a staffing plan.

   b) **Interpersonal Skills:** A worker must work with others effectively.
      i) **Participate as a Member of a Team:** contribute to group effort.
      ii) **Teach Others New Skills.**
      iii) **Serve Clients/Customers:** work to satisfy customer’s expectations.
iv) Exercise Leadership: communicate ideas to justify position, persuade and convince others, responsibly challenge existing procedures and policies.

v) Negotiate: work toward agreements involving exchange of resources, resolve divergent interests.

vi) Work with Diversity: work well with men and women from diverse backgrounds. Examples: collaborate with a group member to solve a problem; work through a group conflict situation, train a colleague; deal with a dissatisfied customer in person; select and use appropriate leadership styles; use effective delegation techniques; conduct an individual or team negotiation; demonstrate an understanding of how people from different cultural backgrounds might behave in various situations.

c) **Information**: A worker must be able to acquire and use information.

i) Acquire and Evaluate Information.

ii) Organize and Maintain Information.

iii) Interpret and Communicate Information.

iv) Use Computers to Process Information.

Examples: research and collect data from various sources; develop a form to collect data; develop an inventory record-keeping system; produce a report using graphics; make an oral presentation using various media; use on-line computer data bases to research a report; use a computer spreadsheet to develop a budget.

d) **Systems**: A worker must understand complex interrelationships.

i) Understand Systems: know how social, organizational, and technological systems work and operate effectively with them.

ii) Monitor and Correct Performance: distinguish trends, predict impacts on system operations, diagnose deviations in systems' performance and correct malfunctions.

iii) Improve or Design Systems: suggest modifications to existing systems and develop new or alternative systems to improve performance.

Examples: draw and interpret an organizational chart; develop a monitoring process; choose a situation needing improvement, break it down, examine it, propose an improvement, and implement it.

e) **Technology**: A worker must be able to work with a variety of technologies.

i) Select Technology: choose procedures, tools or equipment including computers and related technologies.

ii) Apply Technologies to Task: understand overall intent and proper procedures for setup and operation of equipment.

iii) Maintain and Troubleshoot Equipment: Prevent, identify, or solve problems with equipment, including computers and other technologies.

Examples: read equipment descriptions and technical specifications to select equipment to meet needs; set up and assemble appropriate equipment from instructions; read and follow directions for troubleshooting and repairing equipment.