

Course Syllabus

Name of Course: RNSG 1513 Foundations for Nursing Practice

Course Description: Introduction to the role of the professional nurse as provider of care, coordinator of care, and member of the profession. Topics include but are not limited to the fundamental concepts of nursing practice, history of professional nursing, a systematic framework for decision-making, mechanisms of disease, the needs and problems that nurses help clients manage, and basic psychomotor skills. Emphasis on knowledge, judgment, skills and professional values within a legal/ethical framework.

Learning Outcomes: Describe the roles of the nurse in the delivery of health care; demonstrate competence in the performance of basic nursing skills; and begin critical thinking in a systematic problem solving process.

Key Concepts and General Course Plan: RNSG 1513, Foundations For Nursing Practice is designed to enable the beginning nursing student to develop basic skills in using the nursing process and holistic assessment to identify health status and monitor changes in the health of clients. This course builds on the foundation of client needs.

Dietary modifications, selected pharmacological treatments, basic care, health promotion/disease prevention, and mental health nursing concepts (communication, relationships, roles, stress and coping) are included.

Prerequisites: BIOL 2401 or 2402; PSYC 2301; ITSW 1192; BCLS-HCP/AHA; and RNSG 1201. High School Chemistry with grade of C or above within 5 years or CHEM 1405.

Current Basic Cardiac Life Support Certification (AHA/BLS-HCP American Heart Association) valid through graduation. Proof of this course must be presented to nursing faculty the first day of class in order to be enrolled in RNSG 1513. The BLS certification may be completed at any institution offering the American Heart Association Course (AHA/BLS-HCP) for health care providers.

Co-requisites: BIOL 2401 or 2402; BIOL 1322; PSYC 2314; RNSG 1360. Co-requisite courses must be completed by the end of RNSG 1513. Failure to do so prohibits progression in the program.

Performance/Learning Objectives:

Upon completion of RNSG 1513, the student will be able to:

1. describe health as it is affected by biological, psychological, and sociological components.
2. use with assistance, the nursing process and the holistic model to assess, analyze, plan, implement, and evaluate nursing care for clients.
3. identify deviations from health using the holistic model for clients.
4. relate a rationale for nursing actions.
5. present oral and/or written reports that are concise, pertinent, organized, accurate,

legible, and grammatically correct.

6. recognize basic concepts of interpersonal relationships.
7. interact deliberately with others using therapeutic communication skills.
8. examine with assistance, therapeutic use of self in the development of interpersonal relationships.
9. demonstrate basic skills in performing physical and psychosocial assessments.
10. demonstrate those technical skills commensurate with knowledge base:
 - A. handwashing
 - B. hygiene measures
 - C. comfort measures
 - D. wound care
 - E. vital signs
 - F. application of restraints
 - G. selected methods of alternative feeding
 - H. urinary catheterization and catheter care
 - I. techniques for Infection Control
 - J. administration of oral, intramuscular, subcutaneous, intradermal, rectal, and topical medications.
11. discuss factors that contribute to a safe environment for the provision of nursing care for the individual.
12. differentiate role expectations of the various members of the health care team.
13. describe nursing's past and potential contributions to the community as a participant in the health care system.
14. identify with assistance, community resources available for health care referral.
15. examine and identify with direction, values and beliefs of self and others.
16. discuss nursing measures to promote and maintain health.
17. incorporate health teaching in the care of clients.
18. adhere to the policies of the Health Occupations Division college and external agencies.
19. demonstrate ability to access current professional literature.
20. differentiate normal/abnormal laboratory and radiological results.
21. discuss the importance of providing cost-effective organized, efficient nursing care.

22. identifies components of the Patient Bill of Rights.
23. exhibit behaviors which demonstrate personal and professional growth.
24. describe the role of the nurse and the client in the performance of activities of daily living.
25. display behaviors which exemplify belief in an individual's worth and dignity.
26. develop a beginning understanding of the legal and ethical implications of nursing practice.

Methods of Instruction:

1. Lecture/Discussion
2. Written, computer, and library assignments
3. Audiovisual Aids
4. Demonstrations
5. Role-Playing
6. Reports and Projects
7. Critical Thinking assignments
8. Conference-Individual and Group
9. Simulated Skills: Practice Return Demonstration of Selected Essential Competencies

Required Textbooks and Supplies:

Kozier, B., Erb, G., Bermann, A.J. and Snyder, S. (2004) Fundamentals of Nursing: Concepts, Process, and Practice, (7th ed.). Prentice-Hall, Inc. Adopted 1991.

Kozier, B., et al, (2004). Clinical Companion, Fundamentals of Nursing: Concepts, Process, and Practice. (7th ed.). Prentice-Hall, Inc. Adopted 1995.

RNSG 1513 Skills Supply Kit, 2005

Fischbach, F. (2004). A Manual of Laboratory and Diagnostic Tests (7th ed.). Lippincott. Adopted 2002.

Nursing Drug Guide: Such as:

- Davis's Drug Guide for Nurses (Most recent edition.) or
- Lippincott's Nursing Drug Guide (Most recent edition.) or
- Other nursing drug references in a similar format.

A stethoscope of the student's own choosing is required in the on-campus lab and RNSG 1360. Other clinical supplies as bandage scissors, etc. are optional. Black ink is necessary for charting when in the clinical agency.

Taber's Cyclopedia Medical Dictionary. (2005). (20th ed.) F.A. Davis. Adopted 1962.

Optional Textbooks and Supplies:

Board of Nurse Examiners for the State of Texas. Nurse Practice Act. Most current edition.

Food and Nutrition Management Services, Inc. (1992). Clinical Diet Manual (9th ed.)
(Available in ATL)

Smith, S., and Duell, D., and Martin, B. (2004). Clinical Nursing Skills: Nursing Process Model Basic to Advanced Skills (6th ed.), Prentice-Hall Health.

Textbooks used for RNSG 1201.

Methods of Evaluation:

Multiple choice exams are given. Laboratory skill performance is rated as Satisfactory/Unsatisfactory. Students must display satisfactory performance in both the on-campus laboratory and classroom (minimum of C or 74 required) to complete RNSG 1513. In order to progress RNSG 1513 and RNSG 1360 must be passed concurrently

Methods to Evaluate Learning Outcomes:

- Course Passrates
- Exit exam
- Licensure exam after graduation
- Graduate survey
- Employer survey
- Retention analysis

Course Syllabus

Name of Course: RNSG 1360 Clinical - Nursing –
Registered Nurse Training (Foundations)

Course Description: A method of instruction providing detailed education, training and work-based experience and direct patient/client care, generally at a clinical site. Specific detailed learning objectives are developed for each course by the faculty. On-site clinical instruction, supervision, evaluation, and placement is the responsibility of the college faculty. Clinical experiences are unpaid external learning experiences. Course may be repeated if topics and learning outcomes vary.

Learning Outcomes: As outlined in the learning plan, the student will apply the theory, concepts, and skills involving specialized materials, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the particular occupation and the business/industry; demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, communicating in the applicable language of the occupation and the business or industry.

Key Concepts and General Course Plan: RNSG 1360 provides the beginning nursing student with clinical skills to coordinate with the content of RNSG 1423. This course is designed to enable the beginning clinical student to develop basic skills in using the nursing process and holistic assessment to identify health status and monitor changes in the health of clients. Opportunity is provided to develop competence in selected technical skills including handwashing, hygienic care, vital signs, health assessment, catheterizations, selected alternative feeding methods, medication administration (oral, subcutaneous, and intramuscular routes), sterile technique and sterile gloving, and wound care.

The course enables the student to develop beginning skills in critical thinking/decision making while participating as a member of the health care team providing cost-effective nursing care for clients in structured health care settings.

Prerequisites: BIOL 2401 or 2402; PSYC 2301; ITSW 1192, or any college level computer application course; AHA/BLS-HCP; RNSG 1201.

Co-requisites: BIOL 2401 or 2402; BIOL 1322; PSYC 2314; RNSG 1513.

Performance/Learning Objectives:

Upon completion of RNSG 1360, the student will be able to:

1. use with assistance, the nursing process and the holistic model to assess, analyze, plan, implement, and evaluate nursing care for clients.
2. identify deviations from health using the holistic model for clients.
3. communicate with the client/family according to their level of understanding.
4. relate a rationale for nursing actions.
5. present oral and/or written reports that are concise, pertinent, organized, accurate, legible, and grammatically correct.

6. contribute data to the ongoing plan of care within an appropriate timeframe
7. interact deliberately with others using therapeutic communication skills.
8. examine with assistance, therapeutic use of self in the development of interpersonal relationships
9. demonstrate basic skills in performing physical and psychosocial assessments.
10. demonstrate those technical skills commensurate with knowledge base:
 - A. handwashing
 - B. hygiene measures
 - C. comfort measures
 - D. wound care
 - E. vital signs
 - F. application of restraints
 - G. application of circulatory devices
 - H. selected methods of alternative feedings
 - I. urinary catheterization and catheter care
 - J. techniques for Infection Control
 - K. enemas
 - L. range-of-motion (ROM)
 - M. administration of oral, intramuscular, subcutaneous, intradermal, rectal, and topical medications.
 - N. application of heat and cold.
11. assess the degree of client's ability to perform own activities of daily living.
12. establish a safe environment for the provision of nursing care for the individual.
13. differentiate role expectations of the various members of the health care team.
14. discuss the current plan of care with appropriate health team members.
15. identify with assistance, community resources available for health care referral.
16. report own mistakes honestly and promptly, even if mistakes would have been otherwise unnoticed.
17. continue to examine with direction, values and beliefs of self and others.
18. begin practicing within legal/ethical guidelines.
19. question appropriately, situations which violate standards of practice.
20. identify values and beliefs of clients for the planning of care
21. display behaviors which exemplify belief in an individual's worth and dignity.

22. explain selected medical, surgical, and nursing regimens in a way that is understandable to the client.
23. implement nursing measures to promote and maintain health.
24. incorporate health teaching in the care of clients.
25. adhere to the policies of the college and external agencies.
26. describe the components of the culture of the health care organizations.
27. identify incidents of conflict resolution in the clinical setting.
28. demonstrate ability to access current professional literature.
29. differentiate normal/abnormal laboratory and radiological results.
30. provide with assistance, organized, efficient nursing care.
31. adhere to the Patient Bill of Rights.
32. use clinical time to promote the welfare of the client.
33. exhibit behaviors which demonstrate self-development.

Methods of Instruction: Daily observation and feedback as students apply the skills and knowledge acquired in RNSG 1513 to direct client care.

Required Textbooks and Supplies: See RNSG 1513

Optional Textbooks and Supplies: See RNSG 1513

Methods of Evaluation: Direct observation of client care, evaluation of client when care completed, one-on-one discussion, evaluation of clinical preparation and nursing process paperwork.

Methods to Evaluate Learning Outcomes:

- Course pass rates
- Exit exam
- Licensure exam after graduation
- Graduate survey
- Employer survey
- Retention Analysis

Course Syllabus

Name of Course: RNSG 1251 - Care of the Childbearing Family

Course Description: Study of concepts related to the provision of nursing care for childbearing families. Topics may include selected complications. Topics include knowledge, judgment, skills, and professional values within a legal/ethical framework.

Learning Outcomes: Identify changes which may be experienced by the childbearing family; utilize critical thinking skills and a systematic problem-solving process for providing care for the family during the prenatal, intrapartum, and postpartum periods; and explain the roles of the professional nurse in caring for the childbearing family.

Key Concepts and General Course Plan: This course is designed for transition nursing students and focuses upon biological, psychological, and sociological concepts as applicable to the childbearing family and newborn. Emphasis is upon using the nursing process to promote health, prevent disease, provide nursing care when illness occurs, and assist the client in meeting developmental tasks. Concepts of mental health, pharmacology, nutrition, critical thinking/decision-making, technical skills, cost-effective health care, cultural diversity, and standards of nursing practice are threaded throughout the course.

Prerequisites: BIOL 2401, 2402, 2420 and 1322; PSYC 2301 and 2314; ITSW 1191, or any college level Computer application course; AHA/BLS-HCP; RNSG 1201.

Corequisites: RNSG 1327 and 1160.

Performance/Learning Objectives:

Upon completion of RNSG 1251, the student will be able to:

1. use with assistance, the nursing process and the holistic model to plan individualized care for clients.
2. apply principles of pharmacology, nutrition, fluids and electrolytes, communication, health promotion, and health teaching.
3. use with assistance, the nursing process and critical thinking skills to develop a plan of care that accommodates society/cultural differences.
4. identify therapeutic communication skills used to provide emotional support
5. assess situational and environmental factors which contribute to or detract from safe nursing practice.
6. describe how to alter the environment to maintain physical and psychological safety of the client.
7. describe community and other resources available for health referral.
8. describe legal and ethical principles used in the care of clients.

9. describe situations which violate standards of practice.
10. develop appropriate teaching methods to accommodate societal/cultural differences.
11. identify various strategies available for initiating and facilitating change in health care delivery.
12. demonstrate use of current literature and clinical data as a basis for clinical decision-making.
13. describe organized, efficient, and cost-effective nursing care.
14. adhere to policies of the college and clinical agencies.
15. adapt positively under stressful situations.
16. use available resources to assist in learning and self-development.
17. accept guidance in learning and improve performance.

Methods of Instruction:

1. Lecture, group discussions, seminars
2. Planned and supervised laboratory experiences
3. Demonstrations
4. Audio-visual aids
5. Illustrations and graphs
6. Individual computer assignments
7. Multiple Choice Examinations
8. Self-Learning modules

Required Textbooks and Supplies:

Murray, McKinney and Gorrie, Foundations of Maternal Newborn Nursing, 3rd edition, W.B. Saunders, Philadelphia, 2002.

Tabers Cyclopedia Dictionary, F.A. Davis, 20th Edition, 2005.

Nursing Drug Handbook (Mosby, Lippincott, F.A. Davis, Springhouse, etc.), most recent edition.

Optional Textbook and Supplies: none

Methods of Evaluation: Multiple choice examinations are given. Students must display satisfactory performance in the classroom (minimum of C or 74 required) to complete RNSG 1251. A portion of the required performance includes at least one completed computer assignment. In order to progress RNSG 1251, RNSG 1327, 1160 must be passed concurrently.

Methods to Evaluate Learning Outcomes:

Course pass rates

Exit exam

Licensure exam after graduation

Graduate survey

Employer survey

Retention Analysis

Course Syllabus

Name of Course: RNSG 1201 Pharmacology

Course Description: Introduction to the science of pharmacology with emphasis on the actions, interactions, adverse effects, and nursing implications of each drug classification. Topics include the roles and responsibilities of the nurse in safe administration of medications within a legal/ethical framework.

Learning Outcomes: The student will identify the roles and responsibilities of the nurse in administering pharmacological agents; and utilize knowledge of pharmacology to demonstrate safe administration of medications.

Key Concepts and General Course Plan: This course is designed to enable the student to identify pharmacological concepts, historical developments, terminology, and legislation related to the administration of medications as well as classifications, side effects, and toxicity of drugs. The course further provides the student with key concepts of mathematical calculations applicable to nursing situations using ratios, fractions, decimals, percentages, household measurements, apothecary and metric systems. The proportion method will be used to solve problems. The student will have an opportunity to become familiar with appropriate equipment such as syringes and calibrated medicine cups. Prerequisites: None. Corequisites: None.

Performance/Learning Objectives:

Upon completion of RNSG 1201, the student will be able to:

1. define/describe pharmacological concepts, terminology, and basic processes
Associated with drug therapy
2. use a systematic approach to studying drug therapy, with emphasis on the classifications and characteristics of major drug groups and selected individual drugs.
3. identify major issues/concerns in drug therapy of children, pregnant women, and older adults.
4. discuss the nursing implications associated with the actions, interactions, and effects of commonly administered medications.
5. discuss principles of therapy with major drug groups in relation to drug selection, dosage, route, and use in selected populations.
6. utilize the equivalency tables; apothecary, metric, and household units of measure.
7. compute mathematical problems using proportions, fractions, percentages, and decimals.

8. compare equivalents, using appropriate equipment (syringes and calibrated medicine cup).
9. interpret physician's orders for medications, in order to calculate correct dosage of drugs ordered.
10. identify client-related and drug related factors that influence drug effects.
11. describe selected legal, ethical, and economic aspects of medication therapy.

Methods of Instruction:

Lecture/Discussion

Computer and Reading Assignments

Demonstration of Measuring Devices (syringes and medicine cups)

Practice reading and interpreting Physician's Orders for medications

Problem Solving

Required Textbooks and Supplies:

Clayton & Stock (2004). Basic Pharmacology for Nurses, 13th ed., Mosby.

Batastini, P. H. and Davidson, J. K. (1999). Pharmacological Calculations for Nurses: A Worktext, 3rd. ed., Delmar.

Optional Textbooks and Supplies:

None

METHODS OF EVALUATION:

The course content and testing are divided into 2 portions:

Pharmacology

Dosage Calculations

The final course grade will be determined by:

Written Exams:

3 Unit Exams for the Pharmacology portion of RNSG1201.

3 Unit Exams for the Dosage Calculations portion of RNSG1201.

2 Final Exams (1 for each portion of RNSG 1201).

For the Pharmacology portion of RNSG 1201:

Average of Three (3) Unit Exams = 50% of the grade

Score on Pharmacology Final Exam = 50% of the grade

For the Dosage Calculations portion of RNSG 1201:

Average of Three (3) Unit Exams = 50% of the grade

*Score on Dosage Calculations Final Exam = 50% of the grade

Credit by Exam for Dosage Calculations

Portion of Course:

Students who have completed a nursing math course within the last 5 years or who are licensed vocational/practical nurses may be eligible to receive credit by exam for dosage calculations. The student must meet with the Course Instructor to determine eligibility.

The Dosage Calculations Final Exam MUST be passed (74 or above) to pass the course.

*If the student does not achieve a 74 or above on the Dosage Calculations Final Exam:

The student may **Re-take** the Dosage Calculations Final Exam **one time ONLY** if the student has an overall passing average (on both Pharmacology grade and Dosage Calculations Unit average), excluding the Failing Dosage Calculations Final Exam.

The Final Dosage Calculations Re-take Exam grade that will be averaged to obtain a Dosage

Calculations grade **can be no more than 74 points.**

CALCULATION OF FINAL COURSE GRADE:

The Final Course grade will be determined by averaging the Final Pharmacology Grade and the Final Dosage Calculations Grade.

Methods to Evaluate Learning Outcomes

Course pass rates

Exit exam

Licensure exam after graduation

Graduate survey

Employer survey

Retention analysis

Course Syllabus

Name of Course: RNSG 1327 Transition from Vocational to Professional Nursing

Course Description: Topics include health promotion expanded assessment, analysis of data, nursing process, pharmacology, multidisciplinary teamwork, communication, and applicable competencies in knowledge, judgment, skills, and professional values within a legal/ethical framework throughout the lifespan.

Learning Outcomes: Differentiate between roles and functions of the Licensed Vocational Nurse and Registered Nurse in a variety of health care settings; compare the different legal and ethical responsibilities of the Licensed Vocational Nurse and Registered Nurse; compare and contrast the Nursing Practice Act and Vocational Nurse Act; apply the nursing process in planning comprehensive care for diverse clients and their families; apply principles of critical thinking and decision-making when providing nursing care for clients with common health problems; discuss the importance of collaborative behavior as a member of the health care team; discuss principles of health promotion; apply therapeutic communication skills to maintain effective interpersonal relationships; and identify principles of and demonstrate skills for safe basic nursing care including medication administration.

Key Concepts and General Course Plan: 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. Medication administration skills will be expanded to include intravenous fluid therapy and medications administered via IV piggyback. This course also provides a foundation in economics of health care, health care systems, community resources, cultural diversity, and critical thinking/decision-making. Prerequisite: 2 semesters of high school Chemistry (within the last five years; or CHEM 1405, BIOL 2420, BIOL 2401, BIOL 2402, SYC 2301, PSYC 2314, ITSW 1191 (or any college level computer course), AHA/BLS-HCP (Must be current throughout enrollment in the program), RNSG 1201, BIOL 1322. Corequisite: RNSG 1251 and RNSG 1160

Performance/Learning Objectives: (Competencies to be measured):

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

1. compare biological, psychosocial, and sociological factors affecting health and level of wellness throughout the lifespan.
2. apply principles of pharmacology, nutrition, fluids and electrolytes, rehabilitation, communication, health promotion and health teaching in the care of clients.

3. use with assistance, the nursing process and the holistic model to make clinical decisions in the care of individual clients with deviations from health.
4. use with assistance, the nursing process and critical thinking skills to develop an individualized plan of care that accommodates societal/cultural differences.
5. demonstrate the use of clinical data and published resources in the plan of care.
6. create and maintain effective interpersonal relationships, utilizing therapeutic communication skills.
7. demonstrate skills in simulated situations applicable in health promotion, health monitoring, and in the care of the client with deviations of health:
 - A. calculation of dosages and administration of medications by all routes, including intravenous piggyback medications (IVPBs)
 - B. preparation of client for selected diagnostic procedures
 - C. performance of health assessment
8. verbalize the legal and ethical considerations of an RN.
9. demonstrate the physical and psychological safety factors necessary to promote the health and dignity of the client.
10. assess situational and environmental factors which contribute to or detract from safe nursing practice.
11. identify opportunities for clients to participate in decisions affecting their care.
12. teach selected principles and procedures of health care to the client and/or family.
13. contrast with assistance, alternative solutions for delivery of health care.
14. assemble the equipment/supplies needed for organized, efficient, cost-effective performance of skills.
15. adhere to policies of the college and clinical agencies.
16. adapt in a healthy manner to stressful circumstances.
17. seek available resource persons to assist with learning.
18. accept guidance in learning and improve performance.
19. evaluate progress in self-development.
20. differentiate between the roles of the licensed vocational practical nurse (LPN/LVN) and the registered nurse (RN) as an advocate for clients.
21. examine behaviors of self and others affecting the image of the nursing profession.

22. describe areas of personal and professional growth for which the registered nurse (RN) should be responsible.
23. distinguish between the scope of practice for the licensed practical/vocational nurse (LPN/LVN) and the registered nurse (RN).
24. describe the collaborative role of the registered nurse (RN) in assisting clients to seek appropriate community resources.

Methods of Instruction:

1. Lecture
2. Audio Visual Aids
3. Group Discussions
4. Journaling
5. Critical Thinking Exercises
6. Reports and Projects
7. Computer Assignments
8. Guest Speakers
9. Examinations

Required Textbooks and Supplies:

1. Fischbach, F. A Manual of Laboratory and Diagnostic Tests, (6th ed.). Philadelphia: Lippincott, 2000.
2. Harrington, N. & Terry, C. (2003). LPN to RN Transition: Achieving Success in Your New Role. Philadelphia: Lippincott.
3. Hausman, K. and Ignatavicius, D. Clinical Companion for Medical-Surgical Nursing: Critical Thinking for Collaborative Care, (4th ed.). Philadelphia: W. B. Saunders, 2002.
4. Ignatavicius, D. and Workman, M. L. Medical-Surgical Nursing: Critical Thinking for Collaborative Care, (5th ed.). Philadelphia: W. B. Saunders.
5. James, S., Ashwill, J., and Droske, S. Nursing Care of Children: Principles and Practice, (2nd ed.). Philadelphia: W. B. Saunders, 2002.
6. Nursing Drug Reference/Guide (most recent edition).
7. Smith, S., Duell, D., and Martin, B. Clinical Nursing Skills: Basic to Advanced Skills, 6th ed.. Upper Saddle River, NJ: Prentice Hall health, 2004.
8. Texarkana College Health Occupations Student Handbook (2004-2005).

Optional Textbooks and Supplies:

1. Taber's Cyclopedic Medical Dictionary, (20th ed.). F. A. Davis, 2005 or other medical dictionary reference.
2. Board of Nurse Examiners for the State of Texas Nursing Practice Act. – Current version.
3. Clayton, B. and Stock, Y. Basic Pharmacology for Nurses (13th ed.). Mosby (2004).

Methods of Evaluation:

Student must display satisfactory performance in the classroom (minimum of C or 74 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. The final grade will be calculated by averaging units I, II, III, and IV.

Methods to Evaluate Learning Outcomes:

- Course pass rates
- Exit exam
- Licensure exam after graduation
- Graduate survey
- Employer survey
- Retention analysis

Course Syllabus

Name of Course: RNSG 1160 Clinical Nursing – Registered Nurse Training (Transition)

Course Description: A method of instruction providing detailed education, training and work-based experience and direct patient/client care, generally at a clinical site. Specific detailed learning objectives are developed for the course by the faculty. On-site clinical instruction, supervision, evaluation, and placement is the responsibility of the college faculty. Clinical experiences are unpaid external learning experiences. Course may be repeated if topics and learning outcomes vary.

Learning Outcomes: As outlined in the learning plan, the student will apply the theory, concepts, and skills involving specialized materials, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the particular occupation and the business/industry; demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, communicating in the applicable language of the occupation and the business or industry.

Key Concepts and General Course Plan: RNSG1160 provides the nursing student with clinical skills to coordinate with the content of RNSG 1327 and RNSG 1251. This course is designed to focus upon application of biological, psychological, and sociological concepts and the nursing process to promote health, prevent disease, and provide nursing care during illness and during childbearing. Opportunity is provided to develop competence in selected skills including therapeutic communication techniques, assessment of laboring, postpartum, and newborn clients, participation in the client's treatment program, calculation of dosages and administration of medications including IV Piggybacks (IVPB), IV and blood therapy, fetal and newborn monitoring and selected assessment techniques: a) older adult, b) mental/emotional status, c) assessment of the child. This course enables the student to develop skills in critical thinking/decision-making while participating as a member of the health care team providing cost-effective nursing care for pediatric and adult clients and childbearing families in structured health care settings. Mental health concepts, pharmacology, nutrition, technical skills, cultural diversity, and standards of nursing practice are threaded throughout the course.

Prerequisites: BIOL 2401, 2402, and 1322; PSYC 2301 and 2314; ITSW 1192, or any college level Computer application course; AHA/BLS-HCP; RNSG 1201.

Corequisites: RNSG 1251, and 1327.

Performance/Learning Objectives:

Upon completion of RNSG 1160, the student will be able to:

1. use with assistance, the nursing process and the holistic model to make clinical decisions in the care of individual clients with deviations from health.

2. apply principles of pharmacology, nutrition, fluids and electrolytes, rehabilitation, communication, health promotion and health teaching in the care of clients.
3. use with assistance, the nursing process and critical thinking skills to develop an individualized plan of care that accommodates societal/cultural differences.
4. report, in a timely manner, data regarding the client's condition to appropriate health care professionals.
5. create and maintain effective interpersonal relationships, utilizing therapeutic communication skills.
6. demonstrate skills in simulated situations applicable in health promotion, health monitoring, and in the care of the client with deviations of health:
 - A. therapeutic communication techniques
 - B. calculation of dosages and administration of medications
by all routes, including intravenous piggyback medications (IVPBs)
 - C. performance of health assessments; including laboring client, EFM, client in immediate recovery stage after delivery, postpartum client, and newborn.
7. assess situational and environmental factors which contribute to or detract from safe nursing practice.
8. alter the environment to maintain physical and psychological safety.
9. describe expected competencies of specific nursing personnel (staff R.N., Licensed Vocational Nurse, unlicensed assistive personnel, student peers) and ancillary services.
10. explore utilization of community health care agencies.
11. identify the contribution of self-help agencies to promotion of health.
12. examine with minimal assistance, personal values in the practice of nursing.
13. question situations which violate standards of practice.
14. practice legal and ethical principles in the care of clients.
15. examine own values regarding the prolongation of life.
16. identify opportunities for clients to participate in decisions affecting their care.
17. teach selected principles and procedures of health care to the client and/or family.

18. demonstrate the use of clinical data and published resources in the plan of care.
19. provide organized, efficient nursing care.
20. anticipate the need for material resources to contain cost.
21. demonstrate respect for the client's right to participate in decisions affecting his health.
22. interact constructively with other members of the health team as client advocate when he/she is unable to do so.
23. adhere to policies of the college and clinical agencies.
24. adapt in a healthy manner to stressful circumstances.
25. seek available resource persons to assist with learning.
26. accept guidance in learning and improve performance.
27. evaluate progress in self-development.

Methods of Instruction: Daily observation and feedback.

Required Textbooks and Supplies: See RNSG 1327 and 1251.

Optional Textbooks and Supplies: See RNSG 1327 and 1251.

Methods of Evaluation: Direct observation of client care, evaluation of client when care completed, one-on-one discussion, evaluation of clinical preparation and nursing process paperwork.

Methods to Evaluate Learning Outcomes:

- Course pass rates
- Exit exam
- Licensure exam after graduation
- Graduate survey
- Employer survey
- Retention analysis

Course Syllabus

Name of Course RNSG 1431 Principles of Clinical Decision Making

Course Description: Examination of selected principles related to the continued development of the professional nurse as a provider of care, coordinator of care, and member of a profession. Emphasis on clinical decision making for clients 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.

Learning Outcomes: Utilize critical thinking and systematic problem-solving process as a framework for providing care for clients in structured health care settings experiencing health problems involving fluid and electrolyte; 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 client-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 biological, psychological, and sociological concepts and the nursing process to promote health, prevent disease, and provide nursing care during illness. Mental health concepts, pharmacology, nutrition, technical skills, cultural diversity, and standards of nursing practice are threaded throughout the course.

Prerequisites: BIOL 2401, 2402, 2420, and 1322; PSYC 2301 and 2314; ITSW 1191; RNSG1201, 1513, 1360; and AHA/BLS-HCP.

Corequisites: ENGL 1301; RNSG 1260, 1412, and 1261.

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

PERFORMANCE/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 care of individual clients with deviations from health.
2. use the principles of pharmacology, nutrition, fluids and electrolytes, rehabilitation, communication, health promotion and health teaching in the care of clients.
3. describe, with assistance, how the nursing process and critical thinking skills are used to develop individualized plans of care that accommodate societal/cultural differences.
4. verbalize how and to whom, the data gathered regarding the client's condition should be communicated.
5. create and maintain effective interpersonal relationships, utilizing therapeutic communication skills.
6. demonstrate skills in simulated situations applicable in health promotion, health monitoring, and in the care of the client with deviations of health:
 - A. Calculation of dosages and administration of intravenous piggyback medications (IVPBs), saline flushes for HepLock devices
 - B. Safe administration of blood and blood products
 - C. Preparation of client for selected diagnostic procedures
 - D. Performance of health assessment
 - E. Anticoagulant therapy
7. assess situational and environmental factors which contribute to or detract from safe nursing practice.
8. demonstrate the physical and psychological safety factors necessary to promote the health and dignity of the client during performance of technical skills in simulated situations.
9. use critical thinking skills to determine a client's response to treatments and nursing care.
10. describe utilization of community health care agencies.
11. describe the contribution of self-help agencies to promotion of health.
12. examine with minimal assistance, personal values in the practice of nursing.

13. verbalize the legal and ethical considerations for each simulated skill.
14. identify opportunities for clients to participate in decisions affecting their care.
15. teach selected principles and procedures of health care to the client and/or family.
16. contrast with assistance, alternative solutions for delivery of health care.
17. demonstrate the use of clinical data and published resources in the plan of care.
18. assemble the equipment/supplies needed for organized, efficient performance of skills.
19. identify situations for the nurse to serve as client advocate when he/she is unable to do so.
20. display professional behavior while performing technical skills in simulated situations.
21. adhere to policies of the college and clinical agencies.
22. adapt in a healthy manner to stressful circumstances.
23. seek available resource persons to assist with learning.
24. accept guidance in learning and improve performance.
25. evaluate progress in self-development.

Methods of Instruction:

1. Lecture/Discussion
2. Class Presentations
3. Written, computer, and library assignments
4. Demonstration/Return demonstration
5. Individual Conference
6. Small group activities
7. Self-evaluation

REQUIRED TEXTBOOKS and SUPPLIES:

ADN Skills Kit (Must be purchased in the TC Bookstore). If you are a reentry or transfer student, you will need to purchase a Skills Kit (Red).

Fischbach, F. A Manual of Laboratory and Diagnostic Tests, (7th ed.). Philadelphia: Lippincott, 2004.

Hausman, K. and Ignatavicius, D. Clinical Companion for Medical-Surgical Nursing: Critical Thinking for Collaborative Care, (4th ed.) Philadelphia: W. B. Saunders, 2002.

Ignatavicius, D. and Workman, M. L. Critical Thinking Study Guide for Medical-Surgical Nursing: Critical Thinking for Collaborative Care, (4th ed.), Revised Reprint. Philadelphia: W. B. Saunders, 2002.

Ignatavicius, D. and Workman, M. L. Medical-Surgical Nursing: Critical Thinking for Collaborative Care, (4th ed.). Philadelphia: W. B. Saunders 2002.

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

Smith, S., Duell, D., and Martin, B. Clinical Nursing Skills: Basic to Advanced Skills, (6th. ed.). Upper Saddle River, NJ: Prentice Hall Health, 2004.

Board of Nurse Examiners for the State of Texas (2003). *Nursing Practice Act*.
www.bne.state.tx.us

Optional Textbooks and Supplies:

Taber's Cyclopedic Medical Dictionary, (20th. ed.). F. A. Davis, 2005 or other medical dictionary reference.

Clayton, B. and Stock, Y. Basic Pharmacology for Nurses (13th ed.). Mosby, 2004.

METHODS OF EVALUATION:

A total of six (6) 50-item Multiple Choice Unit Exams and one (1) 100-item Multiple Choice Final Exam are graded in this course. The Unit Exams count 75% of the grade and the Final

Exam counts 25% of the grade. The student must attain a minimum grade of 74% or "C" to pass and complete the course. The student must pass both RNSG 1431 and RNSG 1260 concurrently in order to progress in the program.

A minimum grade of 84% must be made on the dosage calculation exam in order to pass RNSG 1431. This grade is a PASS or FAIL grade and is NOT calculated into the course grade. Mastery of the math/dosage calculation exam with a grade of 84% is a requirement of all clinical courses in the curricula.

Methods to Evaluate Learning Outcomes:

- Course pass rates
- Exit exam
- Licensure exam after graduation
- Graduate survey
- Employer survey
- Retention analysis

Course Syllabus

Name of Course RNSG 1260 Clinical – Nursing – Registered Nurse Training

Course Description: A health related work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts.

Direct supervision is provided by the clinical professional.

Learning Outcomes: As outlined in the learning plan: Apply the theory, concepts, and skills involving specialized materials, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry and will demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry.

Key Concepts and General Course Plan: RNSG1260 provides the nursing student with clinical skills to coordinate with the content of RNSG1431. This course is designed to focus upon application of biological, psychological, and sociological concepts and the nursing process to promote health, prevent disease, and provide nursing care during illness. Opportunity is provided to develop competence in selected skills including assessment, therapeutic communication techniques, participation in the client's treatment program, calculation of dosages and administration of medications including IV Piggybacks (IVPB), IV and blood therapy, preparation of clients for diagnostic procedures, and anticoagulant therapy. This course enables the student to develop skills in critical thinking and clinical decision making while participating as a member of the health care team providing cost-effective nursing care for clients in structured health care settings. Mental health concepts, pharmacology, nutrition, technical skills, cultural diversity, and standards of nursing practice are threaded throughout the course.

Prerequisites: BIOL 2401, 2402, 2420, and 1322; PSYC 2301 and 2314; ITSW 1191 AHA/BLS-HCP; RNSG 1201, 1513, and 1360.

Corequisites: ENGL 1301; RNSG 1431, 1412, and 1261.

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

PERFORMANCE/LEARNING OBJECTIVES:

(Competencies to be measured)

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

1. use with assistance, the nursing process and the holistic model to make clinical decisions in the care of individual clients with deviations from health.
2. apply principles of pharmacology, nutrition, fluids and electrolytes, rehabilitation, communication, health promotion and health teaching in the care of clients.

3. use with assistance, the nursing process and critical thinking skills to develop an individualized plan of care that accommodates societal/cultural differences.
4. report, in a timely manner, data regarding the client's condition to appropriate health care professionals.
5. create and maintain effective interpersonal relationships, utilizing therapeutic communication skills.
6. demonstrate skills in simulated situations applicable in health promotion, health monitoring, and in the care of the client with deviations of health:
 - A. therapeutic communication techniques
 - B. participation in the client's treatment program
 - C. calculation of dosages and administration of medications by all routes, including intravenous piggyback medications (IVPBs)
 - D. anticoagulant therapy
7. assess situational and environmental factors which contribute to or detract from safe nursing practice.
8. alter the environment to maintain physical and psychological safety.
9. describe expected competencies of specific nursing personnel (staff R.N., Licensed Vocational Nurse, unlicensed assistive personnel, student peers) and ancillary services.
10. explore utilization of community health care agencies.
11. identify the contribution of self-help agencies to promotion of health.
12. examine with minimal assistance, personal values in the practice of nursing.
13. question situations which violate standards of practice.
14. practice legal and ethical principles in the care of clients.
15. examine own values regarding the prolongation of life.
16. identify opportunities for clients to participate in decisions affecting their care.
17. teach selected principles and procedures of health care to the client and/or family.
18. demonstrate the use of clinical data and published resources in the plan of care.
19. provide organized, efficient nursing care.
20. anticipate the need for material resources to contain cost.

21. demonstrate respect for the client's right to participate in decisions affecting his health.
22. interact constructively with other members of the health team as client advocate when he/she is unable to do so.
23. adhere to policies of the college and clinical agencies.
24. adapt in a healthy manner to stressful circumstances.
25. seek available resource persons to assist with learning.
26. accept guidance in learning and improve performance.
27. evaluate progress in self-development.

Methods of Instruction:

Clinical assignments
Nursing Process
Concept Mapping
Case Studies

Required Textbooks and Supplies:

Fischbach, F. A Manual of Laboratory and Diagnostic Tests, (7th ed.). Philadelphia: Lippincott, 2004.

Hausman, K. and Ignatavicius, D. Clinical Companion for Medical-Surgical Nursing: Critical Thinking for Collaborative Care, (4th ed.) Philadelphia: W. B. Saunders, 2002.

Ignatavicius, D. and Workman, M. L. Critical Thinking Study Guide for Medical-Surgical Nursing: Critical Thinking for Collaborative Care, (4th ed.), Revised Reprint. Philadelphia: W. B. Saunders, 2002.

Ignatavicius, D. and Workman, M. L. Medical-Surgical Nursing: Critical Thinking for Collaborative Care, (4th ed.). Philadelphia: W. B. Saunders 2002.

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

Smith, S., Duell, D., and Martin, B. Clinical Nursing Skills: Basic to Advanced Skills, (6th ed.). Upper Saddle River, NJ: Prentice Hall Health, 2004.

Board of Nurse Examiners for the State of Texas (2003). *Nursing Practice Act*.
www.bne.state.tx.us

Optional Textbooks and Supplies:

Taber's Cyclopedic Medical Dictionary, (20th. ed.). F. A. Davis, 2005 or other medical dictionary reference.

Clayton, B. and Stock, Y. Basic Pharmacology for Nurses (13th ed.). Mosby, 2004.

Methods of Evaluation:

Clinical attendance, Clinical grading, Journals, Post-Conference presentations. Skills introduced in this course as well as previously learned skills must be performed satisfactorily.

The student must attain a minimum grade of 74% or "C" to pass and complete the course. The student must pass both RNSG 1431 and RNSG 1260 concurrently in order to progress in the program.

Methods to Evaluate Learning Outcomes:

- Course pass rates
- Exit exam
- Licensure exam after graduation
- Graduate survey
- Employer survey
- Retention analysis

Course Syllabus

RNSG 1412 Nursing Care of the Childbearing and Childrearing Family

Course Description: Study of concepts related to the provision of nursing care for childbearing and childrearing families; application of systematic problem-solving processes and critical thinking skills, including a focus on the childbearing family during preconception, prenatal, antepartum, neonatal, and postpartum periods and the childrearing family from birth to adolescence; and competency in knowledge, judgment, skill, and professional values within a legal/ethical framework.

Learning Outcomes: Examine the three roles of the professional nurse in the obstetric and pediatric settings; and utilize a systematic problem-solving approach and critical thinking skills when providing nursing care for the childbearing and childrearing family.

Key Concepts and General Course Plan: This course is designed for first year nursing students and focuses upon biological, psychological, and sociological concepts as applicable to the childbearing and childrearing. Emphasis is upon using the nursing process to promote health, prevent disease, provide nursing care when illness occurs, and assist the client and family in meeting developmental tasks. Concepts of mental health, pharmacology, nutrition, critical thinking/decision-making, technical skills, cost-effective health care, cultural diversity, and standards of nursing practice are threaded throughout the course.

Prerequisites: BIOL 2401, 2402, 2420 and 1322; PSYC 2301 and 2314; ITSW 1191, AHA/BLS-HCP; RNSG 1201, 1513 and 1360.

Corequisites: ENGL 1301; RNSG 1431 and 1260 and 1261.

Performance/Learning Objectives:

Upon completion of RNSG 1412, the student will be able to:

1. use with assistance, the nursing process and the holistic model to plan individualized care for clients and their families.
2. apply principles of pharmacology, nutrition, fluids and electrolytes, communication, health promotion, and health teaching.
3. use with assistance, the nursing process and critical thinking skills to develop a plan of care that accommodates society/cultural and age differences.
4. identify therapeutic communication skills to provide emotional support.

5. assess situational and environmental factors which contribute to or detract from safe nursing practice.
6. describe how to alter the environment to maintain physical and psychological safety of the clients and their families.
7. describe community and other resources available for health referral.
8. describe legal and ethical principles used in the care of clients and their families.
9. describe situations which violate standards of practice.
10. develop appropriate teaching methods to accommodate societal/cultural and age differences.
11. identify various strategies available for initiating and facilitating change in health care delivery.
12. demonstrate use of current literature and clinical data as a basis for clinical decision/making.
13. describe organized, efficient, and cost-effective nursing care.
14. adhere to policies of the college and clinical agencies.
15. adapt positive under stressful situations.
16. use available resources to assist in learning and self-development.
17. accept guidance in learning and improving performance.

Methods of Instruction:

1. Lecture, group discussions, seminars
2. Planned and supervised laboratory experiences
3. Demonstrations
4. Audio-visual aids
5. Illustrations and graphs
6. Individual computer assignments
7. Multiple Choice Examinations
8. Self-Learning modules

Required Textbooks and Supplies:

1. Murray, McKinney and Gorrie, Foundations of Maternal Newborn Nursing, 3rd edition, 2002. W. B. Saunders, Philadelphia, 1994.
2. James, Ashwill and Droske, Nursing Care of Children, 2nd Edition, 2002 W.B. Saunders, Philadelphia, 1997.
3. Tabers Cyclopedia Dictionary, F. A. Davis, 20th Edidtion, 2005.

Drug Therapy References:

1. Nursing Drug Handbook (Mosby, Lippincott, F. A. Davis, Springhouse, etc.)
2. Pharmacology text used in RNSG 1201.

Optional Textbooks and Supplies:

None

Methods of Evaluation:

Students must display satisfactory performance in both the on-campus laboratory and classroom (minimum of C or 74 required) to complete RNSG 1412. A portion of the required laboratory performance includes at least one completed computer assignment in order to progress.

RNSG 1412 and RNSG 1261 must be passed concurrently in order to progress in the program.

The final grade in RNSG 1412 will be calculated by averaging five "Unit" grades to equal $\frac{3}{4}$ of final theory grade.

Final exam = $\frac{1}{4}$ of final grade.

A minimum grade of 84% must be made on the dosage calculation exam in order to pass RNSG 1412. The grade is a PASS or FAIL grade and is NOT calculated into the course grade. Mastery of the math/dosage calculation exam with a grade of 84% is a requirement of all clinical courses in the curricula.

Methods to Evaluate Learning Outcomes:

Course pass rates
Exit exam
Licensure exam after graduation
Graduate survey
Employer survey
Retention analysis

Course Syllabus

RNSG 1261 Clinical Nursing- Registered Nurse Training (Childbearing/Childrearing)

Course Description: A health-related work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional.

Learning Outcomes: As outlined in the learning plan, apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry and will demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry.

Key Concepts and General Course Plan: RNSG 1261, provides the first year nursing student with clinical skills to coordinate with the content of RNSG 1412. This course is designed to enable the clinical student to develop basic skills in using the nursing process and holistic assessment to identify health status and monitor changes in the health of women and the childbearing family. Opportunity is provided to develop competence in selected technical skills including assessment of laboring, postpartum, newborn and pediatric clients. Other skills include medication administration, client teaching and health promotion, fetal and newborn catheterization and further utilization of acquired skills.

The course enables the student to develop skills in critical thinking/decision making while participating as a member of the health care team providing cost-effective nursing care for clients and their families in structured health care settings and clinics.

Prerequisites: BIOL 2401 or 2402, 2420 and 1322; PSYC 2301 and 2314; ITSW 1191, AHA/BLS-HCP; RNSG 1201, 1513 and 1360.

Co-requisites: ENGL 1301; RNSG 1431 and 1260 and 1412.

Performance/Learning Objectives:

In the clinical setting, the student will:

1. use with assistance, the nursing process and the holistic model to provide individualized care for clients and their families.
2. apply principles of pharmacology, nutrition, fluids and electrolytes, communication, health promotion, and health teaching in the care of clients.

3. use with assistance, the nursing process and critical thinking skills to develop an individualized plan of care that accommodates society/cultural and age differences.
4. report, in a timely manner, data gathered regarding the client's condition to appropriate health professionals.
5. evaluate with assistance, client responses to treatment and nursing care.
6. use therapeutic communication skills to provide emotional support to client and family.
7. perform the technical skills included in this course as well as applicable skills learned in previous nursing courses for assessment and care of clients/families:
 - A. assessment of childbearing and childrearing families.
 - B. client and family teaching and health promoting.
 - C. medication administration.
 - D. preparation and support of client for procedures.
8. assess situational and environmental factors which contribute to or detract from safe nursing practice.
9. alter the environment to maintain physical and psychological safety of the client and their families.
10. describe expected competencies of specific nursing (staff R.N., licensed vocational nurse, unlicensed assistive personnel, orderly, student peers) and ancillary services.
11. describe community and other resources available for health referral.
12. practice legal and ethical principles in the care of clients and their families.
13. question situations which violate standards of practice.
14. provide with guidance, opportunities for clients to participate in decisions affecting their care.
15. teach selected principles and procedures of health care to client and/or family.
16. develop appropriate teaching methods to accommodate societal/cultural differences.
17. evaluate with assistance, learning outcomes of the client and/or family members receiving instruction.

18. identify various strategies available for initiating and facilitating change in health care delivery within an organization.
19. demonstrate use of current literature and clinical data as a basis for clinical decision-making.
20. provide organized, efficient, and cost-effective nursing care.
21. interact with other health team members as client advocate when he/she is unable to do so.
22. adhere to policies of the college and clinical agencies.
23. adapt positively under stressful situations.
24. use available resources to assist in learning and self-development.
25. accept guidance in learning and improve performance.

Methods of Instruction:

1. Planned and supervised clinical experiences
2. Nursing Process
3. Conferences: individual and group (pre and post-conferences)

Required Textbooks and Supplies:

1. Nursing Drug Handbook (Mosby, Lippincott, F. A. Davis, Springhouse, etc.)
2. Clayton and Stock, Basic Pharmacology for Nurses, 12th Edition, 2001, Mosby, Chapter 36, 37, 38.

Optional Textbooks and Supplies:

Self study references of student's preference

Methods of Evaluation:

Clinical attendance, Clinical grading, Journals, Post-Conference presentations. Skills introduced in this course as well as previously learned skills must be performed satisfactory. The student must attain a minimum grade of 74% or "C" to pass and complete the course. The student must pass both RNSG 1412 and RNSG 1261 concurrently in order to progress in the program.

Methods to Evaluate Learning Outcomes:

Course pass rates
Exit exam
Licensure exam after graduation
Graduate survey

Employer survey
Retention analysis

Course Syllabus

Name of Course: RNSG 1447 Concepts of Clinical Decision-Making

Course Description: Integration of previous knowledge and skills into the continued development of the professional nurse as a provider of care, coordinator of care and member of a profession. Emphasis on clinical decision making for clients in medical-surgical settings experiencing health problems involving gastrointestinal disorders, endocrine and metabolic disorders, reproductive and sexual disorders, musculoskeletal disorders, eye-ear-nose-throat disorders and Integumentary disorders. Discussion of knowledge, judgment, skills and professional values within a legal/ethical framework.

Learning Outcomes: Utilize critical thinking, a systematic problem solving process, as a framework for providing care for clients in structured health care settings experiencing health problems involving gastrointestinal disorders, endocrine and metabolic disorders, reproductive and sexual disorders, Musculoskeletal disorders, eye-ear-nose-throat disorders and Integumentary disorders; and integrate the roles of the professional nurse in the provision of care for clients and families.

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

Prerequisites: BIOL 2401, 2402, 2420, and 1322; PSYC 2301 and 2314; ITSW 1191;
RNSG 1201, 1513, 1360, 1431, 1260, 1412, 1261; for Basic Students;
RNSG 1327, 1251, and 1160 for Transition Students; and AHA/BLS-HCP.

Corequisites: ARTS 1301 or MUSI 1306 or DRAM 1310; RNSG 2460 and 2213.

Performance/Learning Objectives:

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

1. Use, with minimal assistance, the nursing process and the holistic model to make Clinical decisions in managing the care of small groups (3-4) adult clients.
2. Apply the principles of pharmacology, nutrition, fluids and electrolytes, communication, health promotion, and health teaching.
3. Use the nursing process and critical thinking skills to develop individualized plans of care that accommodate societal/cultural differences.
4. Discuss the importance of evaluating the client's response to treatments and nursing care.
5. Explain how and to whom data gathered regarding the client's condition should be communicated.
6. Evaluate own ability to implement each step of the nursing process.
7. Revise nursing care appropriately.
8. Justify the method for evaluating own effectiveness with interpersonal skills when managing care of clients.
9. Examine therapeutic communication skills to interact effectively with clients and family.
10. Verbalize and explain behaviors that suggest the client and family's inability to cope with deviations of health.
11. State methods to assess situational and environmental factors that contribute to or detract from safe nursing practice when caring for clients.
12. Determine factors that promote a safe physical and psychological environment conducive to the health and dignity of the client.
13. Explain the principles of decision making when delegating nursing care to unlicensed personnel.
14. Identify delegation principles in nursing care according to the Delegation Rules from the Texas Nurse Practice Act.
15. Formulate ways to collaborate with other health care professionals in facilitating communication and referral between the client and community resources.
16. Examine personal values in relationship to the practice of nursing.
17. Describe legal and ethical principles related to the care of small groups.
18. Create opportunities for clients to participate in decisions affecting their health care.

19. Relate with assistance, using the nursing process, selected principles and procedures of health care.
20. Identify the nurse's role in effecting change within various organizational frameworks.
21. Discuss emerging health care services which have resulted from societal changes.
22. Explain the process of quality assurance.
23. Use clinical data and published resources.
24. Use organizational skills when applying resources to meet goals and enhance quality of nursing care while managing client care.
25. Integrate cost containment measures in the delivery of nursing care.
26. Discuss methods of collaboration with other health care professionals when managing small groups of clients in solving client care problems.
27. Display professional behavior that reflects a positive image of nursing.
28. Utilize professional literature in the study of nursing.
29. Demonstrate professional activities that promote continuous learning and self-development while evaluating progression of self-development.

Methods of Instruction:

Lecture/Discussion
Audio Visual Aids
Assigned and supplemental readings
Demonstrate/Return Demonstration
Conference – Individual and Group
Objective Testing
Self-Evaluation
Reports and Projects
Written Assignments
Computer Assignments
Study Guides

Required Textbooks and Supplies:

A.D.N. Skills Kit

Fischbach, F., A Manual of Laboratory and Diagnostic Tests, (7thEd).
Philadelphia: Lippincott, 2004.

Hausman, K. and Ignatavicius, D. Clinical Companion for Medical-Surgical
Nursing: Critical Thinking for Collaborative Care, (4thEd.), Philadelphia:

W.B. Saunders, 2002.

Ignatavicius, D. and Workman, M.L. Critical Thinking Study Guide for Medical-Surgical Nursing: Critical Thinking for Collaborative Care, (4th Ed), Revised Reprint. Philadelphia: W. B. Saunders, 2002.

Ignatavicius, D. and Workman, M. L. Medical-Surgical Nursing: Critical Thinking for Collaborative Care, (4th Ed). Philadelphia: W. B. Saunders, 2002.

Murray, McKinney, and Gorrie. Foundations of Maternal Newborn Nursing. (3rdEd). Philadelphia: W. B. Saunders, 2002.

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

Smith, S., Duell, D., and Martin, B. Clinical Nursing Skills: Basic to Advanced Skills, (6th Ed). Upper Saddle River, NJ: Prentice Hall Health, 2004.

Board of Nurse Examiners for the State of Texas (2003). *Nursing Practice Act*. www.bne.state.tx.us

Optional Textbooks and Supplies:

Clayton, B. and Stock, Y. Basic Pharmacology for Nurses. (13Ed). Mosby, 2004.

Methods of Evaluation:

Students must display satisfactory performance in both on-campus laboratory and classroom (minimum of 74% or “C” required) to complete RNSG 1447. In order to progress, RNSG 1447 and 2460 must be passed concurrently.

Testing: An objective type, multiple choice 50-item examination will be given at the conclusion of each Unit of Content, for a total of seven (7) Unit Exams. A comprehensive Final Exam will be given, consisting of 100 items.

Final grade computation:

7 Unit Exams = 75% of total course grade

Final Exam = 25% of total course grade

A minimum of 74% (“C”) must be achieved in order to pass the course.

Methods to Evaluate Learning Outcomes:

Course pass rates

Exit exam

Licensure exam after graduation

Graduation survey

Employer survey

Retention analysis

Course Syllabus

Name of Course: RNSG 2460 Clinical Nursing – Registered Nurse Training (CDM/Mental Health)

Course Description: A health-related work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional.

Learning Outcomes: The student will apply the theory, concepts and skills involving specialized materials, equipment, procedures, regulations, laws and interactions within and among political, economic, environmental, social and legal systems associated with the particular occupation and the business/industry; demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, communicating in the applicable language of the occupation and the business or industry.

Key Concepts and General Course Plan: Emphasis in clinical is upon application of biological, psychological and sociological concepts, critical thinking/decision-making, management principles and use of the nursing process to promote health, prevent disease and provide nursing care during illness to small groups of adult clients (3-4) in structured health care settings. Additional clinical skills include administration of IV push medications and care of central lines.

Prerequisites: BIOL 2401 or 2402, 2420 and 1322; PSYC 2301 and 2314; ITSW 1191; RNSG 1201, 1513, 1360, 1431, 1260, 1412, 1261 for Basic Students; RNSG 1327, 1251, and 1160 for Transition Students and AHA/BLS-HCP.

Corequisites: ARTS 1301 and MUSI 1306 or DRAM 1310; RNSG 1447 and 2213.

Performance/Learning Objectives:

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

1. Use with minimal assistance, the nursing process and the holistic model to make clinical decisions in managing the care of small groups (3-4) of clients.
2. Apply the principles of pharmacology, nutrition, fluids and electrolytes communication, health promotion, and health teaching in the care of small groups (3-4) of clients.
3. Use with minimal assistance, the nursing process and critical thinking skills to develop individualized plans of care that accommodate societal/cultural differences.
4. Evaluate the client's response to treatments and nursing care.
5. Report, in a timely manner, data gathered regarding the client's condition to appropriate health professionals.

6. Evaluate own ability to implement each step of the nursing process.
7. Revise nursing care appropriately.
8. Evaluate own effectiveness with interpersonal skills when managing care for small groups (3-4) of clients.
9. Use therapeutic communication skills to interact effectively with clients and family.
10. Document behaviors which suggest the client's and family's inability to cope with deviations of health.
11. Demonstrate skills applicable in health promotion, health monitoring, and in managing the care of small groups (3-4) of clients with deviations of health:
 - A. assessment performance
 - B. delegation of basic care to unlicensed assistive personnel
 - C. tracheostomy care
 - D. suctioning (NT, ET)
 - E. care of clients on ventilators
 - F. care of clients with chest tubes
 - G. care of central lines
 - H. insertion, removal, and care of gastrointestinal tubes
 - I. administration of TPN and care of tubes
 - J. administration of IV push medications
12. Assess situational and environmental factors which contribute to or detract from safe nursing practice when managing care for small groups (3-4) of clients.
13. Alter the environment to maintain physical and psychological safety of the client.
14. Evaluate the effect of the environment as a part of the treatment regime when managing the care of small groups (3-4) of clients.
15. Use, with assistance, principles of decision making when delegating nursing care of unlicensed personnel or making assignments for other licensed personnel.
16. Delegate, with assistance, nursing care according to the Delegation Rules from the Texas Nurse Practice Act when managing the care of small groups (3-4) of clients.
17. Collaborate with other health care professionals in facilitating communication and referral between the client and community resource(s) when necessary.
18. Examine personal values in the practice of nursing when managing the care of small groups (3-4) of client.

19. Practice legal and ethical principles when managing the care for small groups (3-4) of clients.
20. Provide opportunities for clients to participate in decisions affecting their health care.
21. Teach with assistance, using the nursing process, selected principles and procedures of health care to client and/or family.
22. Identify the nurse's role in effecting change within various organizational frameworks.
23. Discuss emerging health care services which have resulted from societal changes.
24. Explain the process of quality assurance.
25. Demonstrate the use of clinical data and published resources in managing the care for small groups (3-4) of clients.
26. Use organizational skills to apply resources to meet goals and enhance quality of nursing care when managing the care for small groups (3-4) of clients.
27. Teach by example, cost containment measures in the delivery of nursing care.
28. Collaborate with other health care professionals when managing the care of small groups (3-4) of clients to solve client care problems.
29. Display professional behavior which reflects a positive image of nursing.
30. Utilize professional literature in the study of nursing.
31. Discuss professional activities that promote continuous learning and self-development and evaluate progress on self-development.

Methods of Instruction:

Supervision of nursing care to groups of 2-4 clients in the clinical areas
Nursing Process
Concept Mapping
Case Studies

Required Textbooks and Supplies:

A.D.N. Skills Kit

Fischbach, F., A Manual of Laboratory and Diagnostic Tests, (7thEd).
Philadelphia: Lippincott, 2004.

Hausman, K. and Ignatavicius, D. Clinical Companion for Medical-Surgical Nursing: Critical Thinking for Collaborative Care, (4thEd.), Philadelphia: W.B. Saunders, 2002.

Ignatavicius, D. and Workman, M.L. Critical Thinking Study Guide for Medical-Surgical Nursing: Critical Thinking for Collaborative Care, (4th Ed), Revised Reprint. Philadelphia: W. B. Saunders, 2002.

Ignatavicius, D. and Workman, M. L. Medical-Surgical Nursing: Critical Thinking for Collaborative Care, (4th Ed). Philadelphia: W. B. Saunders, 2002.

Murray, McKinney, and Gorrie. Foundations of Maternal Newborn Nursing. (3rdEd). Philadelphia: W. B. Saunders, 2002.

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

Smith, S., Duell, D., and Martin, B. Clinical Nursing Skills: Basic to Advanced Skills, (6th Ed). Upper Saddle River, NJ: Prentice Hall Health, 2004.

Board of Nurse Examiners for the State of Texas (2003). *Nursing Practice Act*. www.bne.state.tx.us

Optional Textbooks and Supplies:

Clayton, B. and Stock, Y. Basic Pharmacology for Nurses. (13Ed). Mosby, 2004.

Methods of Evaluation: Clinical attendance, Journals, Post-conference presentations, and skills introduced in this course as well as previously learned skills must be performed satisfactorily.

Methods to Evaluate Learning Outcomes:

- Course pass rates
- Exit exam
- Licensure exam after graduation
- Graduate survey
- Employer survey
- Retention analysis

Course Syllabus

Name of Course: RNSG 2441 Advanced Concepts of Clinical Decision-Making

Course Description: Application of advanced concepts and skills for development of the professional nurses' role in complex client/nursing situations. Emphasis on clinical decision making for clients in medical-surgical settings experiencing health problems involving cardiovascular disorders; neurologic disorders; liver, biliary and pancreatic disorders; renal and urinary disorders; hematologic disorders; and cancer. Focus is given to knowledge, judgment, skills, and professional values within a legal/ethical framework.

Learning Outcomes: The student will utilize critical thinking skills to demonstrate the ability to make safe and ethical collaborative clinical decisions for diverse clients/groups of clients; utilize a systematic problem-solving process and critical thinking skills to develop, implement, and evaluate a plan of care for diverse clients/families; evaluate the effectiveness of communication skills in applying the nursing process to diverse clients/families in collaboration with members of the multidisciplinary health care team; analyze the effectiveness of client and family teaching in relation to health maintenance/health restoration; relate the importance of individual professional development to the advancement of nursing; and utilize current technology and literature to enhance client care and the profession of nursing.

Key Concepts and General Course Plan: This course is an advanced course designed for second year nursing students. Emphasis is upon application of biological, psychological, sociological concepts and the nursing process to promote health, prevent disease, and provide nursing care during illness to a small group of clients (5-10) in structured health care settings. This course enables the student to use critical thinking/decision-making skills to integrate interpersonal competency with principles of management to participate as a member of the health care team in referring clients to appropriate resources for assistance when necessary, and in acting as a client advocate while assuming responsibility and accountability for the quality of nursing care provided at the graduate nurse level. This course provides content related to care of clients with cardiovascular, renal, hematological and cancer, liver, gall bladder and pancreas, and neurological disorders. Mental health concepts, pharmacology, nutrition, technical skills, cultural diversity, and standards of nursing practice are threaded throughout the course.

Prerequisites: BIOL 2401, 2402, 2420, and 1322; PSYC 2301 and 2314; ITSW 1191; ARTS 1301 or MUSI 1306 or DRAM 1310; RNSG 1201, 1513, 1360, 1431, 1260, 1412, 1261, 1447, 2460, and 2213 for Basic Students; RNSG 1327, 1251, 1160, 1447, 2460 and 2213 for Transition Students; and AHA/BLS-HCP.

Corequisites: RNSG 2560, 2121.

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

Performance/Learning Objectives:

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

1. Use the nursing process and the holistic model to make clinical decisions in learning how to manage the care for small groups (4-10) and adult clients.
2. Apply the principles of pharmacology, nutrition, fluids and electrolytes, communication, health promotion, and health teaching in describing care of small groups (4-10) of clients.
3. Use the nursing process and critical thinking skills to develop individualized plans of care that accommodate social/cultural differences.
4. Use critical thinking skills to determine a client's response to treatments and nursing care.
5. Explain how and to whom data gathered regarding the client's condition should be communicated.
6. Evaluate own ability to implement each step of the nursing process.
7. Examine how to revise nursing care appropriately.
8. Justify the method for evaluating own effectiveness with interpersonal skills when managing care for small groups (4-10) of clients.
9. Examine therapeutic communication skills used to interact effectively with clients and family.
10. Verbalize and explain behaviors which suggest the client's and family's inability to cope with deviations of health.
11. Demonstrate previously learned skills applicable in health promotion, health monitoring, and in managing the care for small groups (4-10) of clients with deviations of health.
12. Distinguish factors that promote a safe physical and psychological environment conducive to the health and dignity of the client.
13. Assess situation and environmental factors which contribute to or detract from safe nursing practice when managing care for small groups (4-10) of clients.
14. Explain principles of decision making when delegating nursing care to unlicensed personnel or making assignments for other licensed personnel.
15. Identify delegation principles in nursing care according to the Delegation Rules from the Texas Nurse Practice Act when managing the care of small groups (5-10) of clients.

16. Formulate ways to collaborate with other health care professionals in facilitating communication and referral between the client and community resource(s) when necessary.
17. Examine personal values in the practice of nursing in managing the care for small groups (5-10) of clients.
18. Question situations which violate standards of practice.
19. Apply the legal and ethical principles needed when managing care for small groups (5-10) of clients.
20. Create opportunities for clients to participate in decisions affecting their health care.
21. Formulate a teaching plan to meet the learning needs of clients and/or family concerning health.
22. Evaluate factors that signify the effectiveness of health teaching.
23. Examine emerging health care services which have resulted from societal changes.
24. Support the management of care for small groups (4-10) of clients.
25. Distinguish organizational skills needed to apply resources for the provision of care for small groups (5-10) of clients.
26. Integrate cost containment measures in the delivery of nursing care.
27. Collaborate with other health care professionals when managing the care of small groups (4-10) of clients to solve client care problems.
28. Explain the participation in professional organizations and activities which promote the development and practice of nursing.
29. Display professional behavior which reflects a positive image of nursing.
30. Continue to evaluate progress in self-development.
31. Integrate professional literature in the plan of care.
32. Design activities which promote continuous learning and self-development.

Methods of Instruction:

Lecture/Discussion
Audiovisual Aids
Assigned and supplemental readings
Conference - individual and group
Objective testing
Self-evaluation
Reports and projects
Written assignments
Computer assignments
Study Guides

Required Textbooks and Supplies:

Fischbach, F. A Manual of Laboratory and Diagnostic Tests, (7th ed.). Philadelphia: Lippincott, Williams and Wilkins, 2004.

Hausman, K. and Ignatavicius, D. Clinical Companion for Medical-Surgical Nursing: Critical Thinking for Collaborative Care, (4th ed.). Philadelphia: W. B. Saunders, 2002.

Ignatavicius, D. and Workman, M.L. Critical Thinking Study Guide for Medical-Surgical Nursing: Critical Thinking for Collaborative Care, (4th ed.), Revised Reprint. Philadelphia: W. B. Saunders, 2002.

Ignatavicius, D. and Workman, M.L. Medical-Surgical Nursing: Critical Thinking for Collaborative Care, (4th ed.). Philadelphia: W. B. Saunders.

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

Smith, S., Duell, D., and Martin, B. Clinical Nursing Skills: Basic to Advanced Skills, (6th ed.). Upper Saddle River, NJ: Prentice Hall Health, 2004.

Board of Nurse Examiners for the State of Texas (2003). Nursing Practice Act.
Website: www.bne.state.tx.us

Clayton, B. and Stock, Y. Basic Pharmacology for Nurses. (13th ed.) Mosby (2004).

Optional Textbooks and Supplies: None

Methods of Evaluation:

In order to progress, RNSG 2441, RNSG 2121 and RNSG 2560 must be passed concurrently.

Testing: An objective type, multiple choice examination will be given at the conclusion of Units I through VII, for a total of 7 Unit Exams. A comprehensive

Final Exam will be given, consisting of 100 questions. Seven unit exams = 75% of grade and the final exam = 25% of the final grade.

Methods to Evaluate Learning Outcomes:

Course pass rates

Exit exam

Licensure exam after graduation

Graduate survey

Employer survey

Retention analysis

Course Syllabus

Name of Course: RNSG 2560 Clinical Nursing-Registered Nurse Training (CDM/Management)

Course Description: A health-related work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional.

Learning Outcomes: The student will utilize critical thinking and a systematic problem-solving process as a framework for providing care for clients in structured health care settings; and analyze the roles of the associate degree nurse in the provision of care for clients and families.

Key Concepts and General Course Plan: Nursing 2560 is an advanced clinical course designed for second year nursing students. This course enables the student to use critical thinking/decision-making skills to integrate interpersonal competency with principles of management, to participate as a member of the health care team in referring clients to appropriate resources for assistance when necessary, and in acting as a client advocate while assuming responsibility and accountability for the quality of nursing care provided at the graduate nurse level.

Prerequisites: BIOL 2401 or 2402, 2420 and 1322; PSYC 2301 and 2314; ITSW 1191;
ARTS 1301 or MUSI 1306 or DRAM 1310; RNSG 1201, 1513, 1360, 1431, 1260, 1412, 1261, 1447, 2460, and 2213 for Basic Students;
RNSG 1327, 1251, 1160, 1447, 2460, 2213 for Transition Students;
and
AHA/BLS-HCP.

Corequisites: RNSG 2441, 2121
Corequisite courses must be completed by the end of the semester.
Failure to do so prohibits progression in the program.

Performance/Learning Objectives:

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

1. Use the nursing process and the holistic model to make clinical decisions in managing the care for small groups (5-10) of pediatric and adult clients.
2. Apply the principles of pharmacology, nutrition, fluids and electrolytes, communication, health promotion, and health teaching in describing care of small groups (5-10) of clients.
3. Use the nursing process and critical thinking skills to develop individualized plans of care that accommodate social/cultural differences.

4. Evaluate the client's response to treatments and nursing care.
5. Report, in a timely manner, data gathered regarding the client's condition to appropriate health professionals.
6. Revise own ability to implement each step of the nursing process.
7. Revise nursing care appropriately.
8. Evaluate own effectiveness with interpersonal skills when managing care for small groups (5-10) of clients.
9. Use therapeutic communication skills to interact effectively with clients and family.
10. Document behaviors which suggest the client's and family's inability to cope with deviations of health
11. Utilize previously learned skills applicable in health promotion, health monitoring, and in managing the care for small groups (5-10) of clients with deviations of health.
12. Promote a safe physical and psychological environment conducive to the health and dignity of the client.
13. Assess situation and environment factors which contribute to or detract from safe nursing practice when managing care for small groups (5-10) of clients.
14. Use, with minimal assistance, principles of decision making when delegating nursing care to unlicensed personnel or making assignments for other licensed personnel.
15. Delegate, with minimal assistance, nursing care according to the Delegation Rules from the Texas Nurse Practice Act when managing the care of small groups (5-10) of clients.
16. Collaborate with other health care professionals in facilitating communication and referral between the client and community resource(s) when necessary.
17. Examine personal values in the practice of nursing when managing the care for small groups (5-10) of clients.
18. Question situations which violate standards of practice.
19. Practice legal and ethical principles when managing care for small groups (5-10) of clients.
20. Provide opportunities for clients to participate in decisions affecting their health care.

21. Formulate a teaching plan to meet the learning needs of clients and/or family concerning health.
22. Evaluate and document the effectiveness of health teaching.
23. Examine emerging health care services which have resulted from societal changes.
24. Use clinical data and published resources in managing care for small groups (5-10) of clients.
25. Use organizational skills to apply resources for the provision of care for small groups (5-10) of clients.
26. Continue to teach, by example, cost containment measures in the delivery of nursing care.
27. Collaborate with other health care professionals when managing the care of small groups (5-10) of clients to solve client care problems.
28. Participate in professional organizations and activities which promote the development and practice of nursing.
29. Display professional behavior which reflects a positive image of nursing.
30. Continue to evaluate progress in self-development.
31. Integrate professional literature in the plan of care.
32. Participate in activities which promote continuous learning and self-development.

Methods of Instruction:

Clinical assignments
Nursing Process
Concept Mapping
Case Studies
Post Conference

Required Textbooks and Supplies:

Fischbach, F. A Manual of Laboratory and Diagnostic Tests, (7th ed.). Philadelphia: Lippincott, Williams and Wilkins, 2004.

Hausman, K. and Ignatavicius, D. Clinical Companion for Medical-Surgical Nursing: Critical Thinking for Collaborative Care, (4th ed.). Philadelphia: W. B. Saunders, 2002.

Ignatavicius, D. and Workman, M.L. Critical Thinking Study Guide for Medical-Surgical Nursing: Critical Thinking for Collaborative Care, (4th ed.), Revised Reprint. Philadelphia: W. B. Saunders, 2002.

Ignatavicius, D. and Workman, M.L. Medical-Surgical Nursing: Critical Thinking for Collaborative Care, (4th ed.). Philadelphia: W. B. Saunders.

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

Smith, S., Duell, D., and Martin, B. Clinical Nursing Skills: Basic to Advanced Skills, (6th ed.). Upper Saddle River, NJ: Prentice Hall Health, 2004.

Board of Nurse Examiners for the State of Texas (2003). Nursing Practice Act.
Website: www.bne.state.tx.us

Clayton, B. and Stock, Y. Basic Pharmacology for Nurses. (13th ed.) Mosby (2004).

Methods of Evaluation: Clinical attendance, journaling, concept mapping, and skills introduced in this course as well as previously learned skills must be performed satisfactorily.

Methods to Evaluate Learning Outcomes:

- Class pass rates
- Exit exam
- Licensure exam after graduation
- Graduate survey
- Employer survey
- Retention analysis

COURSE SYLLABUS

Name of Course: RNSG 2213 Mental Health Nursing

Course Description: Principles and concepts of mental health psychopathology, and treatment modalities related to the nursing care of clients and their families.

Learning Outcomes:

Uses therapeutic communication; utilizes critical thinking skills and a systematic problem-solving process as a framework for providing care to clients and families experiencing mental health problems; and explains the roles of the professional nurse in caring for clients and families experiencing mental health problems. Provides care for clients in structured health care settings; and integrates the roles of the associate degree nurse in the provision of care for clients and families.

Key Concepts and General Course Plan: Nursing 2213 is an intermediate course designed for 2nd yr nursing students. Emphasis is on principles and concepts of mental health, psychopathology and treatment modalities related to the nursing care of clients and their families. RNSG 2213 provides content relating to communication, pharmacology, nutrition, cultural diversity, and standards of nursing practice.

Prerequisites: BIOL2401,2402,2420,and 1322;PSYC2301 and 2314;ITSW 1191;RNSG 1201,1513,1360,1431,ENGL 1301,1260,1412,1261; for Basic Students. RNSG 1201,1327, 1251,and 1160 for Transition Students; and AHA/BLS-HCP.

Co requisites: RNSG 1447 and RNSG 2460, MUSI 1306 or DRAM 1310, or ARTS 1301.

Performance/Learning Objectives:

1. use with assistance, the nursing process and the holistic model to make clinical decisions in the care of individual clients with deviations from health.
2. apply principles of pharmacology, nutrition, communication, health promotion and health teaching in the care of clients.
3. use the nursing process and critical thinking skills to develop an individualized plan of care that accommodates societal/cultural differences.
4. verbalize how and to whom, the data gathered should be communicated.
5. create and maintain effective interpersonal relationships, utilizing therapeutic communication skills.
6. demonstrate skills in simulated situations applicable in health promotion, health monitoring, and in the care of the client including performance of focused health assessments.
7. assess situational and environmental factors which contribute to or detract from safe nursing practice.
8. demonstrate the physical and psychological safety factors necessary to promote the health and dignity of the client during performance of skills in simulated situations.
9. relate utilization of community health care agencies.
10. describe the contribution of self-help agencies to promotion of health.
11. examine personal values in the practice of nursing.
12. observe the legal and ethical considerations of mental health nursing.

13. identify opportunities for clients to participate in decisions affecting their care.
14. teach selected principles and procedures of health care to the client and/or family.
15. contrast alternative solutions for delivery of health care.
16. demonstrate the use of clinical data and published resources in the plan of care.
17. assemble the supplies needed for organized, efficient performance of skills.
18. identify situations for the nurse to serve as client advocate when he/she is unable to do so.
19. display professional behavior while performing skills in simulated situation.
20. adhere to policies of the college and clinical agencies.
21. adapt in a health manner to stressful situations.
22. seek available resource persons to assist with learning.
23. accept guidance in learning and improve performance.
24. evaluate progress in self-development.

Methods of Instruction:

1. Lecture/Discussion
2. Written, computer, and internet assignments
3. Audiovisual aids
4. Role Playing
5. Reports and projects
6. Critical thinking assignments
7. Case Studies
8. Small group activities
9. Simulated skills practice

Required Textbooks and Supplies:

Fontaine, K (2003), Mental Health Nursing, 5th ed. Prentice Hall.

Fishbach, F. (2004) A Manual of Laboratory & Diagnostic Tests (7th ed) Lippincott.

Nursing Drug Guide

Taber's Cyclopedia Medical Dictionary (most recent edition)

Optional Textbooks and Supplies: Smith, S. and Duell, D. and Martin, B. Clinical Nursing Skills (most recent edition)

Methods of Evaluation:

Units 1, 2 & 3 are all multiple choice exam worth 50 points each.

Unit 4 will be the sum of items listed below:

Community report – 10 points

Graded assignments – 5 @ 5 points each = 25 points

Paper – 15 points

Unit grades will be $\frac{3}{4}$ of the final grade. A comprehensive final exam is 100 points and will be worth $\frac{1}{4}$ of the final grade.

Methods to Evaluate Learning Outcomes:

Class pass rates

Exit Exam

Licensure exam after graduation

Graduate survey

Employer survey

Retention analysis

COURSE SYLLABUS

Name of Course: RNSG 2121 Management of Client Care

Course Description: Exploration of leadership and management principles applicable to the role of the nurse as a provider of care, coordinator of care, and member of a profession. Includes application of knowledge, judgment, skills and professional values within a legal/ethical framework.

Learning Outcomes: Apply principles of management leadership utilizing a systematic problem-solving process and critical thinking skills to plan care for clients and their families; and examine health care delivery within a collaborative, ethical, and legal framework.

Key Concepts and General Course Plan: Delegation, Decision-making, Priority setting, workplace communication, Ethical/legal issues.

Prerequisites: BIOL 2401,2401,2420 and 1322;PSYC 2301 and 2314, ITSW 1191; ARTS 1301 or MUSI 1306 or DRAM 1310; RNSG 1201, 1513,1360, 1431, 1260,1261.1447. 2460 and 2213 for Basic Students. RNSG 1327, 1251, 1160.1447.2460 and 2213 for Transition Students and AHA/BLS-HCP
Co requisite: RNSG 2441 and 2560

Performance/Learning Objectives:

1. Identify principles for determining priorities and organizing care.
2. Apply management concepts in assigning and/or delegating nursing care to others.
3. Demonstrate how the concepts of decision-making, communication, time management, and delegation relate to the coordination of client care.
4. Relate the ethical and legal parameters of nursing practice including the Texas Nurse Practice Act.

Methods of Instruction:

Small group activities
Lecture/Discussion
Written, computer and/or internet assignments
Multimedia
Reports and projects
Critical thinking assignments
Case studies

Required Textbooks and Supplies:

Kelly-Heidenthal, P. & Marthaler,M. Delegation of Nursing Care 1st ed. Delmar

Optional Textbooks and Supplies: none

Methods of Evaluation:

The following graded assignments will be averaged together and will comprise 50% of the total grade:

1. Computer and/or Internet assignments

2. Quizzes
3. Critical thinking assignment

The management paper and the end of course exam will comprise the remainder 50% of the final grade

Methods to Evaluate Learning Outcomes:

- Class pass rates
- Exit exam
- Licensure exam after graduation
- Graduate survey
- Employer survey
- Retention analysis