

Texas Concept-Based Curriculum
 Ranger College AASN Program
 RNSG 1126
 Professional Nursing Concepts II
 Spring 2016

SEMESTER HOURS	1
CONTACT HOURS	LECTURE: 1
PREREQUISITES:	RNSG 1128, 1125, 1430, 1216, 1161
COREQUISITES:	RNSG 1533, 2362

INSTRUCTOR: Janise Tinsman
EMAIL: jtinsman@rangercollege.edu
OFFICE: Coggin Ave Skills Lab, Brown County
PHONE: (254)-592-2723
HOURS: Thursday 8am-5pm

I. Texas Core Curriculum Statement of Purpose

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

II. Course Description

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

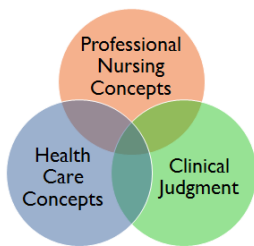
III. Required Background or Prerequisites

PREREQUISITES:	RNSG 1128, 1125, 1430, 1216, 1161
COREQUISITES:	RNSG 1533, 2362

IV. REQUIRED TEXTS AND MATERIALS

The following materials are required for the course, and are grouped by publisher.

PEARSON



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Callahan, B. (2015). *Clinical nursing skills a concept-based approach to learning* (2 ed., Vol. 3). Hoboken, New Jersey: Pearson Education, Inc. ISBN: 9780133351798.

Callahan, B. (2015). *Clinical nursing skills a concept-based approach to learning* (2nd ed.), Vol. 1 & 2). Hoboken, New Hersey: Pearson Education, INC. ISBN: 978-0132934-269, 978-0132934-275

FA DAVIS

Gasper, M. L., & Dillon, P. M. (2012). *Clinical simulation for nursing education - learner volume*. Philadelphia : F. A. Davis. ISBN: 9780803662711

Vallerand, A. H., Sanoski, C. A., & Deglin, J. H. (2016). *Davis's drug guide for nurses*.(15th ed.) Philadelphia: F. A. Davis Company. ISBN: 9780803657052

Van Leeuwen, A. M., & Bladh, M. L. (2015). *Davis's comprehensive handbook of laboratory and diagnostic tests with nursing implications*. (6th ed.) Philadelphia: F. A. Davis. ISBN: 9780803659438

Yeager, D. (2015). EHR Tutor. Parma, OH

ELSEVIER

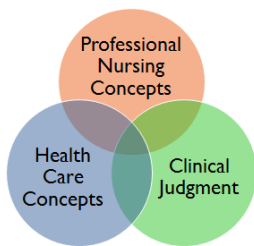
Giddens, J. F. (2017). *Concepts for Nursing Practice* (2 ed.). St. Louis: Elsevier Mosby. ISBN: 9780323374736

Jarvis, C. (2016). *Pocket Companion for physical examination and health assessment* (7 ed.). St. Louis: Elsevier. ISBN: 9780323265379

V. Course Purpose

The purpose of this course is the development of nurses who:

1. Demonstrate critical thinking, sound judgment, innovation, and problem solving in a variety of health care settings
2. Collaborate with interdisciplinary team members to continuously improve systems, enhance quality, and promote safety.
3. Apply data and informatics technology to organize and deliver optimal care through implementation of evidence-based practice.
4. Advocate effectively in delivering patient-centered, culturally sensitive care



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5. Incorporate understanding of health disparities and social determinants into professional and public policy actions.
6. Practice nursing according to ethical and professional standards.

VI. Learning Outcomes

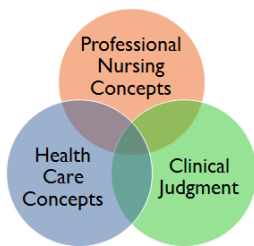
Upon completion of this course the student will:

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

VII. Core Objectives

This course meets the following of the six Core Objectives established by Texas:

- ☒ **Critical Thinking Skills (CT)** – Creative thinking, innovation, inquiry, and analysis; evaluation and synthesis of information
- ☒ **Communication Skills (COM)** – effective development, interpretation and expression of ideas through written, oral, and visual communication
- ☒ **Empirical and Quantitative Skills (EQS)** – The manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- ☒ **Teamwork (TW)** – The ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- ☒ **Social Responsibility (SR)** – Intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
- ☒ **Personal Responsibility (PR)** – The ability to connect choices, actions, and consequences to ethical decision-making



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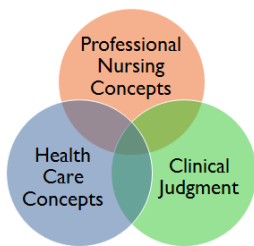
VIII. Methods of Instruction

Assignments will be given on Blackboard for class preparation. Students will use these assignments to participate in discussion of the topic and share knowledge within the group. Practice exam questions will be presented at the end of each class with anonymous response devices to deepen understanding of the information covered during class. Methods of instruction may include: lecture, role playing, audio visual material, small group discussion, simulation experiences, online adaptive learning modules, guest speakers, and case study analyses

IX. Methods of Assessment

Four 50 item exams will be given throughout the course, as well as a comprehensive 100 item final exam. Grades are dependent upon meeting the learning objectives and completing course requirements. Each student will receive the actual grade earned based on graded activities according to the designated evaluation criteria and percentages. Criteria for grading assignments are listed below. Scores and final course grades will not be rounded up.

Exam Number	Number of items	Points	Percent of course grade	Texas Core Objectives Covered in the Examination	Grading Scale
I	50	100	20%	CT & EQS	90-100 A
II	50	100	20%	COM & PR	80-89.9 B
III	50	100	20%	TW & PR	75-79.9 C
IV	50	100	20%	PR & SR	70-74.9 D
Comprehensive Final	100	100	20%	CT, EQS, COM, PR, TW, & SR	>70 F
Total		500pts	100%		



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X. Course/Classroom Policies

1. Class Participation

Strict class attendance and active participation is expected for all course venues. Class participation is considered an independent student activity - NOT a group activity (unless otherwise indicated by your course instructor).

2. Missed Exams/Assignments/Make-Up Policy

A student not present to take an assigned nursing examination may receive a grade of zero (0) for that examination. A student may be allowed to make-up an examination under the following circumstances:

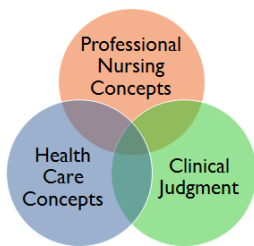
- a. Absence is due to serious illness/hospitalization of the student or an immediate* family member. Documentation by a health care provider will be required at the time the student requests a make-up exam for the day of illness.
- b. Absence is due to a death in the immediate* family. Documentation will be required.
- c. An absence that the faculty and/or Department Head deems as unavoidable

To be eligible for a make-up exam in the above circumstances, the student must notify their instructor prior to the absence, and must make arrangements within 48 hours after the absence for the retake. Faculty has the right to offer an alternative form of the exam and/or to deduct up to 10 points from the exam grade.

*Immediate: Family member living in the same household or outside household totally dependent on the student for care such as a spouse, parent, child, sibling, grandparent or grandchild.

3. Academic Dishonesty

Nursing students are expected to maintain an environment of academic integrity. Actions involving scholastic dishonesty violate the professional code of ethics and are disruptive to the academic environment. Students found guilty of scholastic dishonesty are subject to disciplinary action, including dismissal from the Associate of Applied Science in Nursing Program, and Ranger College in accordance with outlined criteria. Procedures for discipline due to academic dishonesty have been adopted as published in the Ranger College Student Handbook. Examples of scholastic dishonesty include, but are not limited to:



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a. CHEATING: Copying from another student's test. Possessing or using, during a test, materials which are not authorized. Using, buying, stealing, transporting, or soliciting a test, draft of a test, test facsimile, answer key, care plans, or other written works.

b. PLAGIARISM: Using someone else's work in your academic assignments without appropriate acknowledgment.

c. COLLUSION: Collaborating with another person in preparing academic assignments without authorization.

4. Student Behavior Policy Students are expected to observe the following guidelines for classroom or campus testing behavior:

a. Neither children nor pets may be brought to classes or clinical agencies under any circumstance. Children must not be left unattended in any area of the building.

b. All buildings housing the Associate of Applied Science in Nursing Program are nonsmoking facilities.

c. No food or drinks are allowed in the classroom, with the exception of water in a covered container.

d. Students are expected to be seated by the designated starting time for classes.

e. A student deemed disruptive by a faculty member may be asked to leave the classroom or testing area.

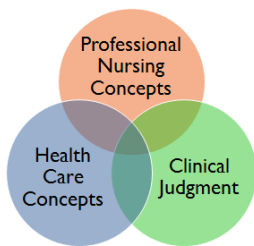
f. Cell phones must be silenced during class and left at the front of the room for exams. In addition, pager/beepers, if used, must be set on silence. Messages received during lecture may be returned during class breaks.

g. Respectful, formal communication skills are used in online forums.

5. Available Support Services

Library facilities are available at the main Ranger campus, the Brownwood campus (Heartland Mall), and the Brownwood Public Library. Reference materials are also available online.

6. SYLLABUS AND CALENDAR CHANGES



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The course syllabus and calendar are subject to change. Students will be notified during scheduled class or via Ranger College Blackboard concerning any revisions to this course syllabus.

7. STUDENT EVALUATION OF COURSE

Students are strongly encouraged to participate in a course evaluation at the end of the semester. Areas of evaluation include:

- Gaining factual knowledge
- Developing specific skills, competencies, and points of view needed by professionals in nursing
- Developing competent skills in verbal and written communication
- Learning how to find and use resources for answering questions or solving problems
- Learning to analyze and critically evaluate ideas, arguments, and points of view

8. WITHDRAWAL FROM CLASS

Students wishing to drop/withdraw from the class must do so before the final drop/withdrawal date. If the student does not drop/withdraw before the official last date, he/she will receive the grade earned. A “C” or better is needed in all nursing courses to pass. Failure to pass the lecture course will result in a failing grade in any corresponding clinical component.

XI. Course Outline/Schedule

Clinical Judgment

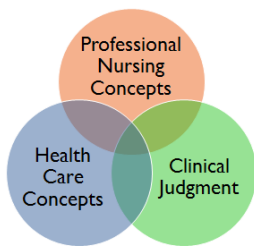
- Clinical Skills (Assessing Wound/Dressing Decisions; Timing and Clustering of Daily Care)
- Urgent/Emergent Situations (Start Oxygen, Recognize Anaphylaxis, Failure to Rescue, Rapid Response Team)
- Medication Management
- When to Contact Physician or other Health Care Provider

Evidence-Based Practice

- Best Practices and Standards (related to course content)

Communication

- Peers and Healthcare Team Members



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- Assertive Communication
- Therapeutic Communication

Patient-Centered Care

- (Scenarios Related to Course Content)

Safety

- Time Outs
- Core Measures
- Anticipatory Guidance

Teamwork & Collaboration

- Conflict Management Strategies
- Group Process - Operating Room Team

Leadership and Management

- Delegation

Professionalism

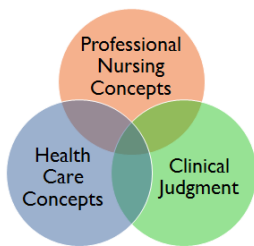
- Roles of the Nurse (DECS)

Ethical and Legal Practice

- Criminal Law
- Civil Law
- Informed Consent

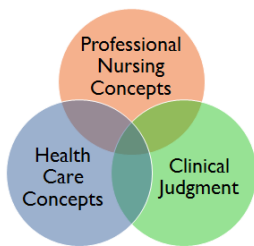
CONTENT/TOPICAL OUTLINE & CALENDAR

Course Weeks & Calendar Dates	Lesson Topics	Pre class assignments
<u>Week 1</u> <u>8/30</u>	1. Orientation to Course 2. Syllabus Review 3. Clinical Judgment Time Management &	1. Course/Syllabus Q&A 2. Receipt of Syllabus Form



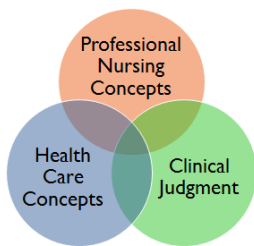
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	Prioritization of Care	<ol style="list-style-type: none"> 3. Giddens pp.387-394 4. Pearson-pp.2363-2371 5. Ticket 2 Ride (T2R) (See Bb for instructions)
<u>Week 2</u> <u>9/6</u>	Clinical Judgment Urgent/Emergent Necessity of contacting Provider	<ol style="list-style-type: none"> 1. Pearson-pp. 2320-2327 2. Critical Thinking Ppt on Blackboard 3. ATI per Blackboard 4. RRS #1 Opportunity Lost (link on Blackboard) 5. T2R on blackboard
<u>Week 3</u> <u>9/13</u>	Evidence-Based Practice	<ol style="list-style-type: none"> 1. Giddens pp.466-469 2. Pearson pp.2584-2594 3. ATI per Blackboard . T2R on Blackboard
<u>Week 4</u> <u>9/20</u>	Exam I- Clinical Judgment, Evidence-Based Practice	50 item exam



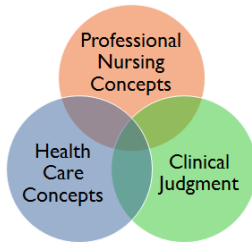
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<u>Week 5</u> <u>9/27</u>	Communication	<ol style="list-style-type: none"> 1. Giddens pp 431-436 2. Pearson pp.2400-2412, & 2423-2433 3. ATI assignments per Blackboard 4. T2R on Blackboard
<u>Week 6</u> <u>10/4</u>	Patient-Centered Care	<ol style="list-style-type: none"> 1. Pearson pp. 2460-2462, & 2555-2562 2. Case Studies on Blackboard 3. ATI per Blackboard 4. T2R on Blackboard
<u>Week 7</u> <u>10/11</u>	Safety	<ol style="list-style-type: none"> 1. Giddens pp.445-451 2. See links to QSEN and Joint Commission sites on Blackboard 3. ATI per Blackboard 4. T2R on Blackboard
<u>Week 8</u> <u>10/18</u>	Exam II Communication, Patient-Centered Care,& Safety	50 item exam
<u>Week 9</u> <u>10/25</u>	Teamwork & Collaboration	<ol style="list-style-type: none"> 1. Giddens pp. 438-443 2. Pearson pp. 2381-2382, 2391-2393, 2418-2423 3. See link to conflict management video on Blackboard 4. ATI per Blackboard



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		5. T2R on Blackboard
<u>Week 10</u> <u>11/1</u>	Leadership & Management	1. Giddens pp. 396-403 2. Pearson pp. 2489-2496 3. ATI per Blackboard 4. See links to associated websites on Blackboard 5. T2R on Blackboard
<u>Week 11</u> <u>11/8</u>	Exam III- Teamwork & Collaboration, Leadership & Management	50 item exam
<u>Week 12</u> <u>11/15</u>	Professionalism	1. Giddens pp. 379-385 2. Pearson pp. 2479-2489 3. See related links on Blackboard 4. ATI per Blackboard 5. T2R on Blackboard
<u>Week 13</u> <u>11/22</u>	Thanksgiving Break	
<u>Week 14</u> <u>11/29</u>	Ethical & Legal Aspects	1. Giddens pp. 525-540 2. Pearson pp. 2563-25802 3. Links on Blackboard to nursing ethics sites 4. ATI per Blackboard 5. T2R on Blackboard
<u>Week 15</u> <u>12/6</u>	Exam IV Professionalism, Legal & Ethical Aspects	50 item exam
<u>Week 16</u> <u>12/13</u>	Review for final	
<u>Week 17</u>	Final Exam	100 item cumulative exam



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<u>TBA</u>	
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XII. Non-Discrimination Statement

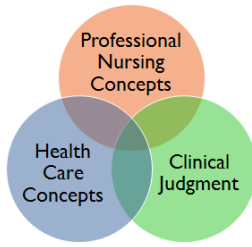
Admissions, employment, and program policies of Ranger College are nondiscriminatory in regard to race, creed, color, sex, age, disability, and national origin.

XIII. ADA Statement

Ranger College provides a variety of services for students with learning and/or physical disabilities. Students are responsible for making initial contact with the Ranger College Counselor, Gabe Lewis (glewis@rangercollege.edu). It is advisable to make this contact before or immediately after the semester begins.

RECEIPT OF SYLLABUS FORM

All students must complete the attached “Receipt of Syllabus” form and upload it to Blackboard by the end of the first week of class.



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RECEIPT OF SYLLABUS FORM

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(Required of all students and filed by the course instructor)

Legibly print the following information:

Name: _____ **Date:** _____

“I have received and understand the information in the syllabus for RNSG 2535 and I agree to abide by the stated policies.”

Signature of Student: _____

Last Revised 08/20/2017