## Course Syllabus

### RNSG 1125 – Professional Nursing Concepts I

*Revision Date: 8/2015*

### Texas Concept-Based Curriculum

**Fall 2015**

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Professional Nursing Concepts I</th>
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<tbody>
<tr>
<td><strong>Course Number:</strong></td>
<td>RNSG 1125</td>
</tr>
<tr>
<td><strong>Semester Credit Hours:</strong></td>
<td>1</td>
</tr>
<tr>
<td><strong>Lecture Hours per week:</strong></td>
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<tr>
<td><strong>Contact Hours per Semester:</strong></td>
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</tr>
<tr>
<td><strong>State Approval Code:</strong></td>
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**Prerequisites:** Admission to the nursing program or administrative approval

**Co-requisites:** RNSG 1430, 1128, 1216, and 1160

### Course Description

Introduction to professional nursing concepts and exemplars within the professional nursing roles: Member of Profession, Provider of Patient-Centered Care, Patient Safety Advocate, and Member of the Health Care Team. Content includes clinical judgment, communication, ethical-legal, evidenced-based practice, health promotion, health information technology, patient-centered care, patient education, professionalism, safety, and team/collaboration. Emphasizes role development of the professional nurse. This course lends itself to a concept-based approach.

### Core Competencies

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

Course Objectives

Upon completion of this course the student will:

1. Describe the attributes and roles of the professional nurse.
2. Explain the use of a systematic problem solving process for the development of clinical judgement.
3. Identify the IOM six competencies for improving health care quality:
4. Discuss the legal-ethical parameters for professional nursing practice including the Nursing Practice Act and the ANA code of ethics.
5. Describe professional communication techniques.
6. Identify health promotion needs for diverse patients across the life-span.

Course Outline

Clinical Judgment
• Nursing Process

Communication
• Interpersonal
• Inter-professional
  SBAR
  Electronic Health Records (EHR)
• Intra-personal

Health Promotion
• Obesity Management
• Injury prevention
• Health Care screening

Patient education
• Discharge Planning
• Formal Patient Teaching (Examples Related to Course Content)
• Informal Patient Teaching (Examples Related to Course Content)

Professionalism
• Attributes of the Profession

Teamwork & Collaboration
• Interdisciplinary Plan of Care
• Group work
• Chain of Command
Ethical and Legal Practice
- Nursing Practice Act
- Patient Confidentiality (HIPPA and Social Media)
- ANA Code of Ethics
- Patient Rights

Evidence-Based Practice*

Health Information Technology*

Patient-Centered Care
- Advocacy
- Prioritizing Individualized Care

Safety
- Standard Precautions
- National Patient Safety Goals
- Environmental Safety & Medication Administration (Skills)

* only the concept is covered – no exemplars

Required Textbooks & Equipment

<table>
<thead>
<tr>
<th>Title</th>
<th>Edition</th>
<th>Publisher</th>
<th>ISBN</th>
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<tbody>
<tr>
<td>Nursing: A Concept-Based Approach to Learning Volume I, I, III Plus</td>
<td></td>
<td>Pearson</td>
<td>0133937364</td>
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<tr>
<td>MyNursingLab with Pearson eText -- Access Card Packa, 2/E</td>
<td></td>
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<tr>
<td>Real Nursing Skills 2.0: Skills for the RN Online Code</td>
<td></td>
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<td>013508492X</td>
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<td>RealEHRPrep with Cerner: Premium (24mos) PLUS Neighborhood 2.0</td>
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<td>(24mos) -- Access Card Package</td>
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<tr>
<td>Pearson Nurse’s Drug Guide 2016</td>
<td></td>
<td>Wilson</td>
<td>013407064X</td>
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<tr>
<td>Laboratory and Diagnostic Tests, 9e</td>
<td></td>
<td>Kee</td>
<td>0133139050</td>
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<tr>
<td>Simulations</td>
<td></td>
<td>Pearson</td>
<td>0135038081</td>
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<tr>
<td>Clinical Pocket Guide for Health &amp; Physical Assessment in Nursing 3/e</td>
<td></td>
<td>D’Amico</td>
<td>0134000897</td>
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<tr>
<td>PH: Reviews &amp; Rationales, Comprehensive Review for NCLEX-RN, 2e</td>
<td></td>
<td>Hogan</td>
<td>013262107X</td>
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<tr>
<td>2014 Intravenous Medications</td>
<td></td>
<td>Gahart</td>
<td>978-0-323-08478-9</td>
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<tr>
<td>Drugs and Classifications (pocket guide)</td>
<td></td>
<td>Katherine L. Wiley</td>
<td>11th</td>
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<tr>
<td>Mosby’s Dictionary of Medical, Nsg &amp; Allied Health</td>
<td>Optional</td>
<td>Mosby</td>
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<td>Nursing Diagnosis Handbook</td>
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<td>Ackley</td>
<td>978-0-323-08549-6</td>
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<tr>
<td>HESI Comprehensive Review for the NCLEX-RN Examination</td>
<td></td>
<td>HESI</td>
<td>978-1-455727520</td>
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Course Requirements

The student is required to

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

Evaluation

- The student will take
  - 4 unit exams (15% each)
  - HESI Level 1 exam conversion score (15%)
  - 1 comprehensive final exam (25%)
- The student will receive the same grade for RNSG 1125, RNSG 1128, and RNSG 1430 for each exam given. The student must earn an overall grade of 75 or above to successfully pass RNSG 1125, RNSG 1128, and RNSG 1430. Please see the grading policy (section 5) in the Panola ADN Handbook.
- Each exam will combine content from RNSG 1125, RNSG 1128, and RNSG 1430.

Other

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

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

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

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

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

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

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

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

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

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

c) Information: A worker must be able to acquire and use information.
   i) Acquire and Evaluate Information.
   ii) Organize and Maintain Information.
   iii) Interpret and Communicate Information.
   iv) Use Computers to Process Information.
Examples: research and collect data from various sources; develop a form to collect data; develop an inventory record-keeping system; produce a report using graphics; make an oral presentation using various media; use on-line computer data bases to research a report; use a computer spreadsheet to develop a budget.

d) Systems: A worker must understand complex interrelationships.
   i) Understand Systems: know how social, organizational, and technological systems work and operate effectively with them.
   ii) Monitor and Correct Performance: distinguish trends, predict impacts on system operations, diagnose deviations in systems' performance and correct malfunctions.
   iii) Improve or Design Systems: suggest modifications to existing systems and develop new or alternative systems to improve performance.
Examples: draw and interpret an organizational chart; develop a monitoring process; choose a situation needing improvement, break it down, examine it, propose an improvement, and implement it.

e) Technology: A worker must be able to work with a variety of technologies.
   i) Select Technology: choose procedures, tools or equipment including computers and related technologies.
   ii) Apply Technologies to Task: understand overall intent and proper procedures for setup and operation of equipment.
   iii) Maintain and Troubleshoot Equipment: Prevent, identify, or solve problems with equipment, including computers and other technologies.
Examples: read equipment descriptions and technical specifications to select equipment to meet needs; set up and assemble appropriate equipment from instructions; read and follow directions for troubleshooting and repairing equipment.