Course Syllabus

RNSG 1137 – Professional Nursing Concepts III

Catalog Description: Application of professional nursing concepts and exemplars within the professional nursing roles. Utilizes concepts of clinical judgment, ethical-legal, evidenced-based practice, patient-centered care, professionalism, safety, and teamwork and collaboration. Introduces the concept of quality improvement, health information technology and health care organizations. Incorporates concepts into role development of the professional nurse. This course lends itself to a concept-based approach.

Prerequisites: Successful completion of all first and second semester ADN TxNCBC courses.

Co-requisites: RNSG 1538 and 2262

Semester Credit Hours: 1
Lecture Hours per Week: 1
Lab Hours per Week: 0
Extended hours: 0
Contact Hours per Semester: 16

State Approval Code: CIP 51.3801

Class section meeting time: See your CANVAS Course HOME page for required meeting days and times.

Alternate Operations During Campus Closure: In the event of an emergency or announced campus closure due to a natural disaster or pandemic, it may be necessary for Panola College to move to altered operations. During this time, Panola College may opt to continue delivery of instruction through methods that include, but are not limited to: online learning management system (CANVAS), online conferencing, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor Panola College's website (www.panola.edu) for instructions about continuing courses remotely, CANVAS for each class for course-specific communication, and Panola College email for important general information.

Artificial Intelligence (AI) Course Policy:

Use of generated AI Permitted under some classroom circumstances with permission.

There are situations throughout the course where you may be asked to use artificial intelligence (AI) tools to explore how they can be used. Outside of those circumstances, you should not use AI tools to generate content that will end up in any student work (assignments, activities, discussion responses, etc.). In such cases, no more than 25% of the student work should be generated by AI. Use of any AI-generated content in this course without the instructor's consent qualifies as academic dishonesty and violates Panola College's standards of academic integrity.

Instructional Goals and Purposes: The purpose of this course is to utilize concept analysis diagrams from the Texas Nursing Concept Based Curriculum to guide application and deep learning of professional nursing concepts in order to develop each student in the role of the professional nurse. Students will apply professional nursing concepts to specific exemplars and incorporate professional nursing concepts to further develop the student in the role of the professional nurse.

Learning Outcomes:
1. Demonstrate the scope of practice in professional nursing roles
2. Incorporate clinical reasoning and evidenced-based practice outcomes as the basis for decision-making and providing safe patient-centered care.
3. Analyze the legal-ethical parameters for professional nursing practice as related to selected exemplars.
4. Manage health information technology to support decision-making to improve patient care within delivery systems.
5. Demonstrate principles of leadership/management including delegation.

Specific Course Objectives (includes SCANS):
After studying all materials and resources presented in the course, the student will be able to:

1. Demonstarte the scope of practice in professional nursing roles using specific concept exemplars. (SCANS 1; a; i, ii, iv, v, b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, v, vi, 2; a; i, ii, iii, b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, d; i, ii, iii, e; i, ii, iii)
2. Demonstrate the ability to incorporate clinical reasoning and evidenced-based practice outcomes as the basis for decision-making in various practice settings providing safe patient-centered care and improving patient care. (SCANS 1; a; i, ii, iii, iv, v, b; i, ii, iii, iv, v, vi, c; i, iv, v, 2; a; i, ii, iii, b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, d; i, ii, iii, e; i, ii)
3. Analyze the legal-ethical parameters for professional nursing practice as related to selected exemplars. (SCANS 1; a; i, ii, iv, v, b; i, ii, iii, iv, v, vi, c; i, iii, iv, v, 2; a; i, ii, iii, b; I, iii, iv, v, vi, c; i, ii, iii, iv, d; i, ii, iii, e; i, ii)
4. Mange health information technology to support safe decision-making and improve patient care within delivery systems. (SCANS 1; a; i, ii, iii, iv, v, b; i, ii, iii, iv, v, vi, c; i, iv, v, 2; a; i, ii, iii, b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, d; i, ii, iii, e; i, ii, iii)
5. Engage clinical reasoning and evidence-based findings to make decisions about leadership and management tasks, including delegated tasks. (SCANS 1; b; ii,iii,vi; 2;bi,iv,v,vi)

Course Content:
A general description of lecture/discussion topics included in this course are listed in the Learning Objectives / Specific Course Objectives sections of this syllabus.

Students in all sections of this course will learn the following content:

PROFESSIONAL NURSING CONCEPTS: PROFESSIONAL NURSING

Clinical Judgment
- Urgent/Emergent Situations (Hemorrhagic; recognizing anaphylaxis)
- Prioritization of Care
- Patient Advocacy
- When to Contact Physician or Other Health Care Provider

Communication (Within Other Concepts)

Professionalism
- Commitment to the Profession

Teamwork & Collaboration
- Case Management

PROFESSIONAL NURSING CONCEPTS: HEALTH CARE SYSTEMS

Ethical and Legal Practice
- Ethical Dilemmas
- Ethical Principles
- Advanced Directives

Evidence-Based Practice
- Best Practices and Standards (related to course content)
    - Using EBP bundles for the prevention of healthcare acquired conditions

Healthcare Organizations

- Access to Healthcare
- Diagnostic Related Grouping (DRG)
- Primary Care
- Secondary Care
- Tertiary Care
- Emergency Preparedness
- Resource Utilization
  - Allocation of Resources
  - Cost Effective Care
- Nursing Care Delivery Systems
- Just culture

Health Information Technology
- Point of Care
- Computer Based Reminder Systems
- Clinical Decision Support Systems
- Tele-health
- Alarm (Alert) Fatigue
- Legal Aspects
- Cybersecurity

Patient-Centered Care
- (Scenarios Related to Course Content)

Quality Improvement
- Regulatory Agencies
  - Centers for Medicare & Medicaid Services (CMS)
  - The Joint Commission (TJC)
  - Institute of Medicine (IOM)
  - Quality and Safety Education for Nurses (QSEN)

Safety
- Hand off Communication
- Fatigue (Compassion and Physical)
  - Nurse
  - Caregiver
- Self-care

Students in all sections of this course will be required to:
1. Review definitions of all concepts on assigned concept analysis diagrams
2. Complete required reading and posted assignments on Canvas prior to the start of the scheduled class, lab, or due dates.
3. Attend and participate in all classroom, simulation, and lab activities.
4. In the event of an emergency or announced campus closure due to a natural disaster or pandemic and instruction changes to follow alternate operations, students will be required to join and participate in ZOOM classes at scheduled class time for the semester. Students will complete and submit all online assignments as instructed through the Canvas course.

Methods of Instruction/Course Format/Delivery:

The course is offered either face-to-face or hybrid (hybrid for LVN-RN Transition students only) and utilizes various online resources for instruction. Methods of instruction include class or CANVAS discussion, assignments from required course resources, CANVAS assignments and activities, lecture, independent study, case studies, library research, videos, and group assignments. Recorded ZOOM lectures will be subject to publication on the CANVAS course.

Major Assignments / Assessments:
The following items will be assigned and assessed during the semester and used to calculate the student's final grade.

Assignments/Quizzes

Assignments will be given in class or posted on CANVAS and must be completed and submitted by the posted due dates on CANVAS. Quizzes may be unannounced. (5% of final grade)

Assessment(s):

- Exam 1
- Exam 2
- Exam 3
- Exam 4
- Level 3 Achievement Exam; administered one time
- Comprehensive final exam

Course Grade:
The grading scale for this course is as follows:

- **4 formative exams. See CANVAS Calendar (17% each)**
- **Level 3 Achievement Exam conversion score (10%)**
- **Comprehensive final exam (17%)**
- **Assignments/Quizzes (5%)**

  - Make up exams may be given at the discretion of the instructor if prior arrangements have been made. A student must contact the instructor on the first day back for make-up assignments. This includes exams. All make-up examinations will be a separate examination and may include essay questions. Students absent for class quizzes or assignments or who do not submit online quizzes or assignments by due date will not be allowed to make up that quiz except when reasonable accommodations are agreed upon with the faculty and student per the college absence policies.
  - Exams will be constructed from a random sample of the materials from the course and will be presented in the form of a NCLEX-style item. Refer to the National Council of State Boards of Nursing, Inc. website (Next Generation NCLEX) for more information regarding the NCLEX Item Formats.
  - Exam items synthesize content from RNSG 1137 and RNSG 1538. The student will receive the same grade earned on exams for RNSG 1137 and RNSG 1538. **The student must earn an overall grade of 75 or above to successfully pass RNSG 1137.** Please see the grading policy (section 5) in the Panola College ADN Student Handbook.
  - All exams will be proctored at Panola College as directed by the professor.

Texts, Materials, and Supplies:

Nursing Concepts Online for RN, 3rd Edition, Texas Version access card	Required (Bundle)	Elsevier	Elsevier	3e
Concepts for Nursing Practice, 3nd Edition	Required (Bundle)	Giddens	Elsevier	3e
Medical-Surgical Nursing, 12th Edition	Required (Bundle)	Harding	Elsevier	12e
Maternal-Child Nursing, 6th Edition	Required (Bundle)	McKinney	Elsevier	6e
Fundamental of Nursing, 11th	Required (Bundle)	Potter	Elsevier	11e

Edition				
Varcarolis' Foundations of Psychiatric-Mental Health Nursing, 9th Edition	Required (Bundle)	Halter	Elsevier	9e
HESI Comprehensive Review for the NCLEX-RN Examination w/ access 7/e	Required (Bundle)	HESI	Elsevier	7E
Mosby's Manual of Diagnostic and Laboratory Tests	Required (Bundle)	Pagana	Elsevier	7e
Gahart's 2024 IV Medications	Required (Bundle)	Collins	Elsevier	
Davis's Drug Guide for Nurses	Required	Vallerand/Sanoski	F.A.Davis	
Custom Texas Nursing concept Based Curriculum	Required (Available on CANVAS Course)	Texas Nursing Concept Based Curriculum Consortium		
Mosby's Dictionary of Medical, Nsg & Allied Health	Optional	Mosby	Elsevier	

Required Readings and Recommended Readings:
All required readings and recommended readings will be posted on your Canvas course each week

Other:
- Courses conducted via video conferencing may be recorded and shared for instructional purposes by the instructor.
- For current texts and materials, use the following link to access bookstore listings: https://www.panolacollegestore.com
- For testing services, use the following link: https://www.panola.edu/student-services/student-support/academic-testing-center
- 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 Charles C. Matthews Student Center or go to https://www.panola.edu/student-services/student-support/disability-support-services for more information.
- Panola College welcomes pregnant and parenting students as a part of the student body. This institution is committed to providing support and adaptations for a successful educational experience for pregnant and parenting students. Students experiencing a need for accommodations related to pregnancy or parenting will find a Pregnancy and Parenting Accommodations Request form in *The Pathfinder* or may request the form from the course instructor.
- 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.
- Student Handbook, *The Pathfinder: https://www.panola.edu/* (located at the bottom under students)

SCANS CRITERIA

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

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

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

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

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

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

   b) **Interpersonal Skills**: A worker must work with others effectively.
      i) Participate as a Member of a Team: contribute to group effort.
      ii) Teach Others New Skills.
      iii) Serve Clients/Customers: work to satisfy customer's expectations.

iv) Exercise Leadership: communicate ideas to justify position, persuade and convince others, responsibly challenge existing procedures and policies.
v) Negotiate: work toward agreements involving exchange of resources, resolve divergent interests.
vi) Work with Diversity: work well with men and women from diverse backgrounds.
Examples: collaborate with a group member to solve a problem; work through a group conflict situation, train a colleague; deal with a dissatisfied customer in person; select and use appropriate leadership styles; use effective delegation techniques; conduct an individual or team negotiation; demonstrate an understanding of how people from different cultural backgrounds might behave in various situations.

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

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

e) **Technology**: A worker must be able to work with a variety of technologies.
   i) Select Technology: choose procedures, tools or equipment including computers and related technologies.
   ii) Apply Technologies to Task: understand overall intent and proper procedures for setup and operation of equipment.
   iii) Maintain and Troubleshoot Equipment: Prevent, identify, or solve problems with equipment, including computers and other technologies.

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