

Levelland Campus

Course Syllabus

COURSE: RNSG 1441 Complex Concepts of Adult Health (4:4:1)
SEMESTER: Spring 2023
CLASS DAYS: Tuesday
CLASS TIMES: 0900-1500

FACULTY

Name	Email	Office	Office/Virtual Hours
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All Faculty can be reached via EMAIL or REMIND App during business hours

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GENERAL COURSE INFORMATION

***It is the responsibility of each student to be familiar with the content and requirements listed in the course syllabus. ***

CLASS SCHEDULE

Follow the class schedule in Blackboard. Schedule is subject to change as the class and the instructors see fit. Any changes will be announced, and students will be notified via Blackboard, Remind, or SPC Email.

COURSE DESCRIPTION

RNSG 1441 is a medical-surgical nursing course which focuses on the provision of direct, assigned, and delegated safe nursing care for clients, families, and/or groups throughout the life span. Integration of previous knowledge and skills related to common adult health needs into the continued development of the professional nurse as a provider of patient-centered care, patient safety advocate, member of the health care team, and member of the profession in the care of adult patients and families with complex medical-surgical health care needs associated with body systems. Emphasis is placed on complex knowledge, judgement, skills, and professional values within a legal/ethical framework. Further, emphasis is placed on developmental, physiological, and psychosocial changes of the older adult in regard to health promotion, maintenance, and restoration. Concepts of pharmacology, nutrition, gerontology, growth and development, and cultural aspects are integrated throughout the course. Integration of the nursing process, effective communication skills, and teaching-learning techniques enable the student to develop problem solving, collaboration, and critical thinking skills. Thus, the student utilizes knowledge, skills, clinical data, and current literature to meet the needs of clients, families, and/or groups and to make appropriate nursing decisions. This course lends itself to a blocked approach.

In addition, the course, RNSG 1441, will promote the nurse as an advocate who can evaluate the effectiveness of community resources, coordinate referral sources, and coordinate health care teams in the delivery of care on the general hospital floor, critical care units, and/or community settings. Further, the course will encourage student self-assessment to enhance each as a member of the professional, personal, ethical, and legal growth and development within the practice of nursing. This course must be taken concurrently with RNSG 2460.

STUDENT LEARNING OUTCOMES—based on the 2020 Differentiated Essential Competencies (DECs) by the Texas Board of Nursing

At the completion of the semester, students will demonstrate proficiency as a

I. Member of a Profession

A licensed nurse who exhibits behaviors that reflect commitment to the growth and development of the role and function of nursing consistent with state and national regulations and with ethical and professional standards; aspires to improve the discipline of nursing and its contribution to society; and values self-assessment, self-care, and the need for lifelong learning.

A. Function within the nurse's legal scope of practice and in accordance with the policies and procedures of the employing health care institution or practice setting.

B. Assume responsibility and accountability for the quality of nursing care provided to patients and their families

C. Participate in activities that promote the development and practice of professional nursing.

D. Demonstrate responsibility for continued competence in nursing practice, and develop insight through reflection, self-analysis, self-care, and lifelong learning

II. Provider of Patient-Centered Care

A licensed nurse who, based on educational preparation and scope of practice, accepts responsibility for the quality of nursing care and provides safe, compassionate nursing care using a systematic process of assessment, analysis, planning, intervention, and evaluation that focuses on the needs and preferences of patients and their families. The nurse incorporates professional values and ethical principles into nursing practice. The patients for ADN educated RNs include individual patients and their families.

A. Use clinical reasoning and knowledge based on the associate degree nursing program of study and established evidence-based practice as the basis for decision making in nursing practice.

B. Determine the physical and mental health status, needs, and preferences influenced by culture, spirituality, ethnicity, identity, and social diversity of patients and their families, and the interpretation of comprehensive health assessment findings compared with evidence-based health data derived from the associate degree nursing program of study.

C. Analyze comprehensive assessment data to identify problems, formulate goals/outcomes, and develop plans of care for patients and their families using information from evidence-based practice in collaboration with patients, their families, and the interdisciplinary health care team

D. Provide safe, compassionate, comprehensive nursing care to patients and their families through a broad array of health care services.

E. Implement the plan of care for patients and their families within legal, ethical, and regulatory parameters and in consideration of disease prevention, wellness, and promotion of healthy lifestyles.

F. Evaluate and report patient outcomes and responses to therapeutic interventions in comparison to benchmarks from evidence-based practice, and plan follow-up nursing care.

G. Develop, implement, and evaluate teaching plans for patients and their families to address health promotion, maintenance, and restoration.

H. Coordinate human, information, and physical resources in providing care for patients and their families

III. Patient Safety Advocate

A licensed nurse who promotes safety in the patient and family environment by: following scope and standards of nursing practice; practicing within the parameters of individual knowledge, skills, and abilities; identifying and reporting actual and potential unsafe practices; and implementing measures to prevent harm.

A. Demonstrate knowledge of the Texas Nursing Practice Act and the Texas Board of Nursing Rules that emphasize safety, as well as all federal, state, and local government and accreditation organization safety requirements and standards

B. Implement measures to promote quality and a safe environment for patients, self, and others.

C. Formulate goals and outcomes using evidence-based data to reduce patient risks.

D. Obtain instruction, supervision, or training as needed when implementing nursing procedures or practices.

E. Comply with mandatory reporting requirements of the Texas Nursing Practice Act

* F. Accept and make assignments and delegate tasks that take into consideration patient safety and organizational policy.

IV. Member of a Profession

A licensed nurse who provides patient-centered care by collaborating, coordinating, and/ or facilitating comprehensive care with an interdisciplinary/multidisciplinary health care team to determine and implement best practices for the patients and their families.

A. *Coordinate, collaborate, and communicate in a timely manner with patients, their families, and the interdisciplinary health care team to plan, deliver, and evaluate patient-centered care.*

B. *Serve as a health care advocate in monitoring and promoting quality and access to health care for patients and their families*

C. *Refer patients and their families to resources that facilitate continuity of care; health promotion, maintenance, and restoration; and ensure confidentiality.*

D. *Communicate and manage information using technology to support decision-making to improve patient care.*

**E. Assign and/ or delegate nursing activities to other members of the health care team based upon an analysis of patient or workplace need.*

**F. Supervise nursing care provided by others for whom the nurse is responsible by using evidence-based nursing practice.*

G. *Participate with health care teams during local or global health emergencies or pandemics to promote health and safety and prevent disease.*

COURSE OBJECTIVES - Based on the DECs [noted in blue] and SCANS (C-1, C-5, C-6, C-7, C-8, C-9, C-12, C-13, C-14, C-18, C-20; F-1, F-2, F-5, F-7, F-8, F-9, F-11, F-12, F-13, F-16, F-17) The complete knowledge portion of the DECs appears at the end of this syllabus

At the end of the course, the student will fulfill the student learning outcomes through meeting these objectives:

1. <i>Integrate ethical and legal responsibility and accountability for one's nursing practice. I.A.1-4, B.1-2</i>
2. <i>Demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills. I.A.1-4, B.4,7</i>
3. <i>Evaluate one's own caring behavior when interacting with patients, families, and members of the health care profession. I.B 1-2, 3, 5; II.D, 1,3</i>
4. <i>Integrate the roles of the professional associate degree nurse in the provision of care for adult patients and families. I.C. 1-5; II B. 11</i>
5. <i>Evaluate the responsibility for professional and personal growth and development. I. D.1-5</i>
6. <i>Integrate theoretical concepts with nursing knowledge and skills to meet the basic needs of patients, families, and/or groups throughout the life span in a variety of settings. II. A. 1.a.b; 2.c; C. 5</i> <i>a. considers cultural, religious, spiritual, and social justice concepts in the delivery of professional nursing care II.A.2.b; B.5; C.5</i>
7. <i>Utilize critical thinking and systematic problem-solving process (nursing process) as a framework for providing care for adult patients in structured health care setting with complex health care needs. II. B. 1-3, C.2</i>
8. <i>Utilize critical thinking and problem-solving skills in prioritizing the management and coordination of all aspects of care. II.B. 6-9; C.4</i>
9. <i>Incorporate effective skills of communication and collaboration with patients, families, and/or groups in a variety of settings. II.C.1-2</i> <i>a. integrates technology and its use in providing patient care appropriately. II. B. 10</i>
10. <i>Communicate in the appropriate language of the profession and the health care industry. II.D. 3-5</i>
11. <i>Maintain confidentiality of the patient, family, and health profession in accordance with federal statutes, BON rules and regulations, agency policies and SPC policies. I.B. 7</i>

12. Integrate characteristics, concepts, and processes related to patients, including: anatomy and physiology; physical and psychosocial growth and development; pathophysiology and psychopathology; ethical reasoning; and cultural and spiritual beliefs and practices related to health, illness, birth, death and dying. II. B. 4, 9, 11
13. Integrate characteristics, concepts, and processes related to disease transmission, risk factors, preventive health practices and their implications for selected populations and community resources. II. B. 6
14. Demonstrate understanding of disease processes, pharmacotherapeutics, and other therapies and treatments. Safely administer medications and treatments within the plan of care. II. B. 7; B.11 a. utilizes structured assessment tools and concept maps to direct patient care II.B. 3
13. Integrate principals of teaching-learning in providing information to patients, families, and/or groups regarding promotion, maintenance, and restoration of health or the process of death and dying. II. G. 1-2
14. Integrate principals of advocacy to provide quality health care for patients, families, and/or groups. III.B. 1-3
15. Integrate actions and act as a health care advocate to provide quality health care for patients, families, and/or groups III. B. 3,4; C.2
16. Coordinate appropriate referral sources to meet the needs of patients, families, and/or groups. Evaluate the effectiveness of community resources in the deliver of health care to patients, families and/or other groups. II. G. 3
17. Delegates appropriate assignments to members of the health care team. IV. A.2-3
19. Coordinate health care team in delivering care to patients, families, and/or groups. IV. E. 1-4
20. Formulate safe cost-effective nursing care in collaboration with members of health care team using critical thinking, problem- solving and the nursing process in a variety of settings through direct care, assignment, or delegation of care. II.B. 12; C. 5
21. 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 nursing profession and health care industry. II.D. 2
22. Evaluate clinical data, current literature, responses, and outcomes to therapeutic interventions to make appropriate nursing practice decisions. I.B.5, D.3, II.A. 3

EVALUATION METHODS / GRADING POLICY

*Refer to SPC ADNP Nursing Student Handbook Grading System.

1. Exams/Quizzes may be completed in the computer lab or online thru ExamSoft, ClassroomPerformance System (CPS), Blackboard or CoursePoint +

*Refer to SPC ADNP Nursing Student Handbook Grading System.

Students will be evaluated using a variety of methods including, but not limited to, exams, quizzes, live or recorded skills demonstrations, lab practicum, clinical evaluation tools, and clinical paperwork. Teaching methods will include, but is not limited to, Instruction, simulation (low fidelity, high fidelity, and virtual simulation), lab instruction with demonstration, simulation scenarios, case studies, focused learning groups, clinical debriefing, and other assignments as deemed necessary. This course will offer face-to-face instruction with online instruction provided to supplement and enhance learning.

a. Prelim exams are timed and limited to 2 hours maximum and the midterm and final exams are timed and limited to 3 hours. You must complete a prelim within the time limit of when the examis started, regardless when you begin to take the test. This also applies for the midterm and final exams.

b. TESTING LENGTH: The length of each examination will be 50-100 questions. Time for each question is at 2 minutes per question, so the number of questions x 2 minutes will be the length of time for each test.

c. TESTING START TIME:

1. Students should arrive to the campus by 0845 for testing. This time allows the student to log in, settle in, and manage any technical difficulties prior to the actual start of the test. Students arriving after 0845 are considered “late”.

2.a. Students who are running late and who notify the testing instructor that they are running late, will be allowed to take the test upon arrival; however, these students will only be given the remaining test time to complete the test—no extra time will be given so that course instruction may proceed on schedule.

b. Students who are running late but fail to notify the testing instructor are counted as absent and may not take the scheduled test.

2. Final Exemption: A student may be exempt from the final exam only if their **testing average** (including the midterm grade) is **88.00%** or higher AND they have no more than one absence. If exempt from taking the final exam, the student’s testing average will become the student’s final exam score which is worth **15%** of the overall grade. Eligible students may take the final if they wish, **but** the grade obtained on the final exam will be recorded as the final exam grade, even if it is a failing grade. Students eligible for exemption will be notified before final exam.

*** Note: Students MUST obtain at least a 77.00% (No Rounding) to pass RNSG 1441**

3. MAKE UP EXAMS: Because of the fast pace of the program and the weekly testing that is required, make up exams place undue stress on students.

a. There will be no make-up exams. Should a student miss an exam due to illness or otherwise, the Mid-term exam will replace one missed Prelim 1-5 and Comprehensive Final Examination grade will be substituted for one missed prelim 6-10. This gives the student the opportunity to be absent without having to worry about trying to find time for study and make up testing time.

b. Any subsequent missed exams will receive a grade of “0.”

c. Missing an exam will disqualify a student from the final exemption status since the comprehensive grade must replace the missed exam.

4. Test Remediation and Tutoring: After each test you may be given partial points back if the remediation/tutoring process is completed as instructed. Remediation/tutoring will be done outside class time as scheduled. Tutoring/Remediation will be required for all students scoring 80% or less on an exam, however this is available to all students. See Blackboard for rules for remediation.

5. OTHER TESTING INFORMATION:

a. NO CURVES will be given on the tests/exams

b. No Extra credit will be given on the tests/exams

c. After test analysis NO MORE than 10% of the test questions will be adjusted to give full credit.

QUIZZES AND ASSIGNMENTS

Assignments will be given through Course Point Plus Enhanced for both Brunner and Abrams textbooks, CJ SIMS, class quizzes, and any others assigned by the instructor. Assignments in Coursepoint Plus **not** completed by the assigned time will be given a **grade of zero**.

Quizzes and assignments missed due to an unexcused absence may not be made up and are given a grade of zero. Assignments are due by the assigned dates and time in Central Standard Time (CST) on the class schedule. Students should contact faculty prior to the due date and time if they anticipate material will be late. **Please note, contacting faculty will not guarantee an extension for the assignment.** Please allow enough time for preparation and submission of each assignment prior to the scheduled due date.

Students may be asked to scan, and upload required documents into Blackboard. Scanners are in several locations on campus. Students may also choose to use their cellphones or IPADS using the notes sections (Apple App Store) or an app of their choice (I-Scan, etc.). Assignments must be uploaded in a PDF. A digital upload is considered a digital signature.

Assignments must be uploaded into the correct drop box for that assignment. Failure to upload in the proper format/ drop box will be given a 15 points deduction on the first occurrence any further occurrences will receive a zero.

STUDENT SHOULD RETAIN A COPY OF ALL ASSIGNMENTS TURNED IN. If an assignment turns up missing the student is responsible for turning in the copy or redoing the entire assignment if a copy was not retained.

EXAMS

Student exams will be administered via computer to prepare them for the NCLEX exam.

Exams will be administered in the Allied Health Building or the Testing Center Computer Lab.

Additionally, many exam questions will be constructed in the same manner as NCLEX questions, allowing students to prepare for that testing format. Study guides may be provided for this class.

Each Preliminary exam includes 50-100 questions. Students will receive 2 minutes per question to take each exam. The Midterm and Final Exams will have 100-150 questions each. Midterm and Final are comprehensive. All exams will include mathematical calculations. Students must receive a cumulative grade of 77% or better on all exams, including the Exam Soft Benchmark and the quizzes, to pass RNSG 1441. Exams scores will not be rounded. **Students receiving less than 82% on any exam should review with the instructor presenting the material to review questions and reason questions were missed. If a student fails two or more exams (less than 77%) they will be meeting with the SPC ADN Student Retention specialist to review study habits, testing strategies, and options for class success.**

The exam policy includes the following:

- Personal belongings are not allowed on your desk or in the testing Lab during testing.
- Hand sanitizer must be used upon entering and exiting the computer lab.
- Pencils and scratch paper will be provided to students prior to exam. These items must be returned prior to exiting testing area.

- Cell phones and/or smart watches are not allowed in the lab during testing. If testing in the classrooms all materials must be removed from the desk/ all watches must be removed from your arms, prior to testing
- Students must adhere to lab rules.
- Hats, hoodies, smart watches, jackets, large coats, long sleeves, sweaters, or proxy badges may not be worn.
- Talking will not be permitted; questions will be answered only by an instructor.
- Any action interpreted as cheating by facilitating instructor will result in immediate removal from testing lab, a zero recorded for the test grade and possible removal from SPC nursing program.

The student must achieve a weighted average of 77% or greater on all exams, Exam Soft Benchmark, and quizzes to pass the course.

GRADING POLICY

The grade for this course will be determined upon completion of the following components:

Unit/Prelim Exams (10)	53%
Exam Soft Benchmark (average of 2)	2%
Quizzes/Assignments	5%
Mid Term Exam	15%
Pharm Final	10%
Final Exam	15%

Grades will not be rounded. Course grades are based on the following scale:

- A = 90-100%
- B = 80-89.99%
- C = 77-79.99%
- D = 60-76.99%
- F = below 60%

TO FIGURE YOUR OVERALL AVERAGE: DO NOT ROUND

- A. Take your **Prelim Average** and multiply it by .53
- B. Take your Benchmark Grades, add together and divide by 2 then multiply by .02
- C. Then take your **Quiz Average** and multiply it by .05
- D. Then take your **Pharm grade** and multiply it by .10
- E. Then take your **Mid-Term grade** and multiply it by .15
- F. Then take your **Final Exam grade** and multiply it by .15

ADD: A + B + C + D + E + F together to get your overall course average

BENCHMARK STATEMENT

- In addition to the course unit exams, students will be required to take Exam Soft Benchmark Exams. Students will take 1 practice/mock exam, 1 open check benchmark exam and 2 benchmark proctored exams. The purpose of these exams is to evaluate the competency of the student's knowledge of critical concepts for entry into professional nursing. Students will receive a grade according to the syllabus policy in each course. These two benchmarks give the student analytics which compares them on a national level to their peers.
- The Benchmark Exams will be scheduled by your instructor and will possibly be scheduled outside of your regular course time. Please watch for these dates to be added to your schedule if they are not already present.
- Benchmark 1 will be given at about 70 to 75% of content delivered and then each student will be given an individualized remediation plan including CJ sims and concepts maps. Then about 2 to 3 weeks later after remediation the student will take Benchmark 2. This will allow them to reflect on their strengths and opportunities for improvement.

ACADEMIC INTEGRITY

It is the aim of the faculty of South Plains College to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present as his or her own any work which he or she has not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offender liable to serious consequences, possibly suspension.

Cheating - Dishonesty of any kind on examinations or on written assignments, illegal possession of examinations, the use of unauthorized notes during an examination, obtaining information during an examination from the textbook or from the examination paper of another student, assisting others to cheat, alteration of grade records, illegal entry or unauthorized presence in the office or offering the work of another as one's own. are examples of cheating or offering the work of another as one's own. Complete honesty is required of the student in the presentation of any and all phases of coursework. This applies to quizzes of whatever length, as well as final examinations, to daily reports and to term papers.

Plagiarism - Offering the work of another as one's own, without proper acknowledgment, is plagiarism. Any student who fails to give credit for quotations or essentially identical expression of material taken from books, encyclopedias, magazines, websites such as: blogs, journals, or articles, other referenced works, from themes, reports, and/or other writings of a fellow student, is guilty of plagiarism. If there is any suspicion of work completed by Artificial Intelligence (A.I.), the student and their work may be questioned, and if proven that A.I. was used will be considered guilty of plagiarism.

1. Copying material without quotes, in-text citations, and/or referencing
2. Paraphrasing content without in-text citation and/or referencing
3. Copying ideas, words, answers, exams, or shared work from others when individual

work is required

4. Using another's paper in whole or in part
5. Allowing another student to use one's work
6. Claiming someone else's work is one's own
7. Resubmitting one's own coursework when original work is required (self-plagiarism)
8. Falsifying references or bibliographies
9. Getting help from another person without faculty knowledge or approval
10. Purchasing, borrowing, or selling content with the intent of meeting an academic requirement for oneself or others
11. Violations of the honesty policy including cheating during testing, plagiarizing another's work, and falsifying records will result in dismissal from the program. See Student Handbook.

Smith, L. Conquering plagiarism in nursing education. *Nursing 2016*. 2016; 46(7):17-19.

VERIFICATION OF WORKPLACE COMPETENCIES

External learning experiences (clinical) provide workplace settings in which students apply content and strategies related to program theory and management of the workflow. Successful completion of the designated Semester 3 course outcomes will allow the student to continue to advance within the program. Successful completion of RNSG 1441 meets the requirements as stated in the Differentiated Essential Competencies of Graduates of Texas Nursing Program.

BLACKBOARD

Blackboard is an e-Education platform designed to enable educational innovations everywhere by connecting people and technology. This educational tool will be used in this course throughout the semester.

SCANS and FOUNDATION SKILLS

Refer also to Course Objectives. Scans and Foundation Skills attached

ADDITIONAL INFORMATION (*Read Carefully)

Students must arrive in full SPC uniform for skills check offs, recording of skills, Reese Simulation clinical sites, and Reese Advanced Simulation. Failure to comply with the SPC Uniform Policy may result in the student being sent home and evaluations)

Students are expected to follow the SPC dress code for classroom attendance. Failure to follow the dress code as stated in the SPC ADNP Handbook may be counted absent and/or dismissed from class and result in a zero for any assignments due that day. Classroom dress code consists of scrub pants, a SPC or nursing related scrub top/t-shirt/sweatshirt, nursing or tennis shoe.

SPECIFIC COURSE INFORMATION

TEXT AND MATERIALS

Required Text

Hinkle, J. Lippincott Course Point+ Enhanced for Brunner & Suddarth's Textbook of Medical-Surgical Nursing (15th edition). Philadelphia, PA: J. B. Lippincott

Fransden's, Course Point+ Enhanced for Abrams Drug (12th edition) Lippincott.

Fundamentals of Arithmetic for Nurses (Assignment Book) for Alma Lopez

Textbooks from previous semesters are used as reference guides in this semester. Please continue to use these books throughout this semester.

*Medical Dictionary of your choice

***NOT REQUIRED**

RECOMMENDED TEXTS

Macklin, D. Math for Clinical Practice (Current Edition). Elsevier

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author. ISBN: 1433832178

Vallerand, A.D. and Sanoski, C.A. *Davis's Drug Guide for Nurses* (18th ed.). F.A. Davis. ISBN: 978-17196-4640-6

ADDITIONAL CLASSROOM ITEMS

Students should come to class prepared with laptops, I pad's, pens, pencils, colored pens or highlighters, and a spiral notebook or paper for taking notes or completed quizzes or assignments in class. Students should be prepared to take notes over lecture material if they choose. Students will also need a 1.5 inch or larger 3 ring binder with dividers for the clinical setting.

ATTENDANCE POLICY (*READ CAREFULLY)

Class Attendance

Students are expected to attend all classes in order to be successful in a course. The student may be administratively withdrawn from the course when absences become excessive as defined in the course syllabus.

When an unavoidable reason for class absence arises, such as illness, an official trip authorized by the college or an official activity, the instructor may permit the student to make up work missed. It is the student's responsibility to complete work missed within a reasonable period of time as determined by the instructor. Students are officially enrolled in all courses for which they pay tuition and fees at the time of

registration. Should a student, for any reason, delay in reporting to a class after official enrollment, absences will be attributed to the student from the first-class meeting.

Students who enroll in a course but have “Never Attended” by the official census date, as reported by the faculty member, will be administratively dropped by the Office of Admissions and Records. A student who does not meet the attendance requirements of a class as stated in the course syllabus and does not officially withdraw from that course by the official census date of the semester, may be administratively withdrawn from that course and receive a grade of “X” or “F” as determined by the instructor. Instructors are responsible for clearly stating their administrative drop policy in the course syllabus, and it is the student’s responsibility to be aware of that policy.

It is the student’s responsibility to verify administrative drops for excessive absences through MySPC using his or her student online account. If it is determined that a student is awarded financial aid for a class or classes in which the student never attended or participated, the financial aid award will be adjusted in accordance with the classes in which the student did attend/participate, and the student will owe any balance resulting from the adjustment.

(http://catalog.southplainscollege.edu/content.php?catoid=47&navoid=1229#Class_Attendance)

1441 and ADNP Specific Requirements:

1. The SPC ADNP policy must be followed. Refer to the SPC ADNP Nursing Student Handbook to review this policy. In addition, refer to the attendance policy found in the South Plains College Catalog.
2. Punctual and regular class attendance, as stated in the SPC handbook, is required of all students attending South Plains College. According to SPC Student Handbook, **there are no excused absences.** The instructor/course leader has the prerogative of dropping the student from the course for any absences.
3. Students are expected to attend all lecture days. In the event of illness, it is the student’s responsibility to notify his/her instructor. The student can miss no more than ten (10) hours [2 days] of classroom lecture. A student missing more than ten (10) classroom lecture hours [2 days] will be dropped from RNSG 1441. The course leader may initiate the withdrawal of the student for any absences. Reinstatement is handled on an individual basis.
4. Students will sign in on a roster for attendance each day. Students who do not sign in are “absent” for the day. Absences are carefully monitored. Students who exceed the allowable absences (2), do not meet the course objectives, and cannot pass the course.
5. Students who are more than one hour late are counted as absent for that date.
6. Three tardies of less than 1 hour late equal one (1) full absence; if a tardy places a student over the allowable absences (2), the student cannot meet the course objectives and cannot pass the course. (i.e. 2 Absences and 1 tardy)
7. Students needing to leave early should sign out (include time out) before leaving class failure to do so will result in the student being counted as absent. Students who leave more than 1 hour prior to when the class is dismissed are counted as absent unless prior arrangements have been made with the lecturing instructor. If this absence puts the student over the allowable absences (2), the student cannot meet the course objectives and cannot pass the course. Leaving less than 1 hour prior to the end of lecture will be counted as a tardy.
8. Cell phones must be OFF during class and should not be accessed unless instructed to do so for a class activity. Students with unauthorized cell phone use will be counted as absent unless prior arrangements have been made with the lecturing instructor. If this absence exceeds the allowable absences (2), the student does not meet the program objectives and cannot pass the course.

Occurrence	Consequence
1st Absence	Will not be able to make up assignments or tests assigned that day.
2nd Absence	As Above. Will no longer be eligible for Final Exemption.
3rd Absence or 2 Absences + any Tardy	Dismissal from RNSG 1441 and RNSG 2460.
1st Prelim Exam missed	Midterm or Final Grade will substitute for the prelim grade. Will no longer be eligible for Final exemption.
2nd and subsequent Prelim missed	Will receive Zero "0" for the grade.
Tardy after Announced start time or leaving less than 1 hour prior to the end of lecture	Tardy x 3 will be the same as an Absence
Failure to sign in on arrival to class	Will result in student being counted as absent for the day.
Use of cell phone without instructor approval	Will result in student being counted as absent for the day.
Leaving Class more than 1 hour early	Will result in student being counted as absent for the day.
Failure to follow dress code in class	Will result in student being counted as absent for the day.
Failure to sign out when leaving early	Will result in student being counted as absent for the day.

COVID-19

- *Consistent with the latest CDC recommendations, we have revised our guidance for students, faculty, and staff who have a known exposure or have tested positive. Anyone with a known exposure should wear a mask for 10 days and should seek a COVID-19 test on day five after exposure. If you test positive or develop symptoms, you should immediately self-isolate and seek a COVID-19 test. **Please immediately notify your instructor, supervisor, and DeEtte Edens, Associate Director of Health and Wellness, any time you test positive for COVID-19.** Anyone who tests positive is required to self-isolate for five days. Following the five-day isolation period, if you are asymptomatic or your symptoms are resolving, you may return to work or class but should wear a mask for five additional days.*
- *At any time if you are COVID-19 Positive, please contact DeEtte Edens at dedens@southplainscollege.edu or 806-716-2376 prior to your return date.*

DROPPING A CLASS

Dropping a class will be instructor initiated.

If a student is not successful in RNSG 1441 the instructor will meet with the student to discuss which class(es) will be dropped and which class(es) a grade will be assigned. (RNSG 2460)

WITHDRAWING FROM A CLASS

If a student wishes to withdraw from all courses, they should initiate that process with the Advising Office. They can schedule an appointment with an advisor by visiting <http://www.southplainscollege.edu/admission-aid/advising/spcadvisors.php> or by calling 806-716-2366.

SCHEDULE CHANGES

(after late registration and before census date)

To make a schedule change after late registration (January 18) and before the census date (February 7), students should submit a [Schedule Change Form](#).

After late registration, adding a class requires instructor approval. If a student is requesting to be added to one of your courses and you approve, please email registrar@southplainscollege.edu with your approval. This can take the place of signature on the Schedule Change Form that we have required in the past.

ASSIGNMENT POLICY

All required work must be completed and turned in **on time**. Assigned work is due on the dates/times/formats specified by the instructor or specified in Blackboard. Refer to the course calendar, blackboard email, discussion board, announcements on Blackboard for due dates/information for required assignments. Assignments and skills missed due to an unexcused absence may not be made up. Assignments are due by the assigned dates and time in Central Standard Time (CST) on the class schedule. Students should contact faculty prior to the due date and time if they anticipate material will be late. Please note, contacting faculty will not guarantee the receipt of an extension of the assignment. Please allow enough time for preparation and submission of each assignment prior to the scheduled due date. Failure to complete any assignment by the due date will result in a **15-point** deduction each day late up to 2 days, at which time the student will receive a zero for the assignment. Students may be asked to scan, and upload required documents into Blackboard. Scanners are in several locations on campus. Students may also choose to use their cellphones or IPADS using the notes sections (Apple App Store) or an app of their choice (I-Scan, etc.). A digital upload is considered a digital signature. Assignments must be uploaded into the correct drop box for that assignment. Failure to upload correctly will be treated as a late submission if not corrected by the appropriate due date and time.

COMPUTER USAGE

As computer technology in the field of health occupations continues to become more popular, computers will be used in this course for several assignments. All students have access to computers and printers on the South Plains College campus. Students will be expected to utilize computers to access assignments and classroom resources. All registered students are supplied with a working email account from South Plains College. In order to take exams, students must have their username and password.

ALL STUDENTS ARE EXPECTED TO KNOW THEIR SPC STUDENT USERNAME AND PASSWORD.

ELECTRONICS POLICY

- *During online lecture, isolate yourself in a quiet place to prevent interruptions.
- *Students, classmates and the instructors maintain the right to refuse to be audio and/or visually recorded.
- *Students must ask permission from the instructor before audio recording a lecture

PRINTING/COMPUTER LAB USAGE

Please check with the computer lab for printing options

COURSE SCHEDULE

See Blackboard for semester calendar.

COMMUNICATION POLICY

Electronic communication between instructor and students in this course will utilize the South Plains College email systems or the Remind app. The instructor will not initiate communication using private email accounts. Students are encouraged to check SPC email on a regular basis each week of class. Students will also have access to assignments, web-links, handouts, and other vital material which will be delivered via Blackboard. Any student having difficulty accessing the classroom website or their email should immediately contact their instructor for direction. The instructor will work with any student to ensure the student has access to a computer on campus and can obtain the needed class content that is located on the course website.

4.0 INSTRUCTIONAL POLICIES AND RESPONSIBILITIES

4.1 Course Syllabi

The syllabus for each course should be reviewed annually and revised as appropriate by the faculty. Instructors are encouraged to think and plan course and units of instruction, i.e., content, methods of presentation, teaching aids, student roles and tests in terms of student behavioral objectives. Student participation in planning, where practical, and their orientation about course plans tend to enhance course relevancy. Copies of syllabi should be filed with the department chairperson and the appropriate dean.

4.1.1 Syllabus Statements

Each syllabus should include the following Diversity Statement, Disabilities Statement, Non-Discrimination Statement and Title IX Pregnancy Accommodations Statement appropriate to the location of the course.

4.1.1.1. Diversity Statement

In this class, the teacher will establish and support an environment that values and nurtures individual and group difference and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

4.1.1.2. Disabilities Statement

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Disability Services Office. For more information, call or visit the Disability Services Office at Levelland (Student Health & Wellness Office) 806-716-2577, Lubbock Centers (located at the Lubbock Downtown Center) 806-716-4675, or Plainview Center (Main Office) 806-716-4302 or 806-296-9611.

4.1.1.3 Non-Discrimination Statement

South Plains College does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Vice President for Student Affairs, South Plains College, 1401 College Avenue, Box 5, Levelland, TX 79336. Phone number 806-716-2360.

4.1.1.4 Title IX Pregnancy Accommodations Statement

If you are pregnant, or have given birth within six months, Under Title IX you have a right to reasonable accommodations to help continue your education. To activate accommodations you must submit a Title IX pregnancy accommodations request, along with specific medical documentation, to the Health and Wellness Center. Once approved, notification will be sent to the student and instructors. It is the student's responsibility to work with the instructor to arrange accommodations. Contact the Health and Wellness Center at 806-716-2529 or email dburleson@southplainscollege.edu for assistance.

4.1.1.5 - Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in South Plains College buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and South Plains College policy, license holders may not carry a concealed handgun in restricted locations. For a list of locations and Frequently Asked Questions, please refer to the Campus Carry page at: <http://www.southplainscollege.edu/campuscarry.php>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all South Plains College campuses. Report violations to the College Police Department at 806-716-2396 or 9-1-1.

Concealed Carry of any handguns is strictly prohibited in any clinical facility.

STUDENT CONDUCT

Rules and regulations relating to the students at South Plains College are made with the view of protecting the best interests of the individual, the general welfare of the entire student body and the educational objectives of the college. As in any segment of society, a college community must be guided by standards that are stringent enough to prevent disorder, yet moderate enough to provide an atmosphere conducive to intellectual and personal development.

A high standard of conduct is expected of all students. When a student enrolls at South Plains College, it is assumed that the student accepts the obligations of performance and behavior imposed by the college relevant to its lawful missions, processes and functions. Obedience to the law, respect for properly constituted authority, personal honor, integrity and common sense guide the actions of each member of the college community both in and out of the classroom.

Students are subject to federal, state and local laws, as well as South Plains College rules and regulations. A student is not entitled to greater immunities or privileges before the law than those enjoyed by other citizens. Students are subject to such reasonable disciplinary action as the administration of the college may consider appropriate, including suspension and expulsion in appropriate cases for breach of federal, state or local laws, or college rules and regulations. This principle extends to conduct off-campus which is likely to have adverse effects on the college or on the educational process which identifies the offender as an unfit associate for fellow students.

Any student who fails to perform according to expected standards may be asked to withdraw.

Rules and regulations regarding student conduct appear in the current Student Guide.

GENERAL ATTITUDE AND INSUBORDINATION

The conduct of the student reflects upon the individual, agency, school and the nursing profession as a whole. Students are required to conduct themselves in a professional, mature manner at all times. Students are required to adhere to the policies of the school and institution they are attending. Failure to comply with policies will result in disciplinary action up to and including dismissal from the program.

Students are expected to follow all directions closely and immediately, as given by instructors, preceptors, medical staff, and clinical site management. Failure to communicate, respond to or follow directions from such individuals can result in disciplinary action up to and including dismissal from the program. Any behavior viewed as unprofessional or detrimental to the reputation of the program and/or program faculty, may result disciplinary action up to and including dismissal from the program. Any concerns about the program or program faculty may be addressed with program faculty or administration through the proper chain of command. Discussion of any such concerns with clinical staff or other faculty not involved in the class will not be tolerated.

SPECIAL REQUIREMENTS (*Read Carefully)

- Students must present the signature page acknowledging that the student has read and understands the content of syllabus, program and clinical handbook, grievance policy, and appeals process (See Student Handbook).

EMERGENCY MESSAGES

The student should notify his/her family that in case of an emergency during normal class schedule, they should call the Nursing Office at (806)716-2391 or (806)716-2193. Class will not be interrupted unless it is an emergency, so they must identify themselves and say it is an emergency to get immediate action.

The student should notify his/her family that in the case of an emergency during clinical rotations, they should call and leave a message or text (who they are and who they need to get in touch with for an emergency) to the number or numbers provided to them in the clinical course syllabus and/or on the clinical course schedule.

FOUNDATION SKILLS

BASIC SKILLS—Reads, Writes, Performs Arithmetic and Mathematical Operations, Listens and Speaks

F-1 Reading—locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.

F-2 Writing—communicates thoughts, ideas, information and messages in writing and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.

F-3 Arithmetic—performs basic computations; uses basic numerical concepts such as whole numbers, etc.

F-4 Mathematics—approaches practical problems by choosing appropriately from a variety of mathematical techniques.

F-5 Listening—receives, attends to, interprets, and responds to verbal messages and other cues.

F-6 Speaking—organizes ideas and communicates orally.

THINKING SKILLS—Thinks Creatively, Makes Decisions, Solves Problems, Visualizes and Knows How to Learn and Reason

F-7 Creative Thinking—generates new ideas.

F-8 Decision-Making—specifies goals and constraints, generates alternatives, considers risks, evaluates and chooses best alternative.

F-9 Problem Solving—recognizes problems, devises and implements plan of action.

F-10 Seeing Things in the Mind's Eye—organizes and processes symbols, pictures, graphs, objects, and other information.

F-11 Knowing How to Learn—uses efficient learning techniques to acquire and apply new knowledge and skills.

F-12 Reasoning—discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

PERSONAL QUALITIES—Displays Responsibility, Self-Esteem, Sociability, Self-Management, Integrity and Honesty

F-13 Responsibility—exerts a high level of effort and perseveres towards goal attainment.

F-14 Self-Esteem—believes in own self-worth and maintains a positive view of self.

F-15 Sociability—demonstrates understanding, friendliness, adaptability, empathy and politeness in group settings.

F-16 Self-Management—assesses self accurately, sets personal goals, monitors progress and exhibits self-control.

F-17 Integrity/Honesty—chooses ethical courses of action.

SCANS COMPETENCIES

C-1 **TIME** - Selects goal - relevant activities, ranks them, allocates time, prepares and follows schedules.

C-2 **MONEY** - Uses or prepares budgets, makes forecasts, keeps records and makes adjustments to meet objectives.

C-3 **MATERIALS AND FACILITIES** - Acquires, stores, allocates, and uses materials or space efficiently.

C-4 **HUMAN RESOURCES** - Assesses skills and distributes work accordingly, evaluates performances and provides feedback.

INFORMATION - Acquires and Uses Information

C-5 Acquires and evaluates information.

C-6 Organizes and maintains information.

C-7 Interprets and communicates information.

C-8 Uses computers to process information.

INTERPERSONAL—Works With Others

C-9 Participates as a member of a team and contributes to group effort.

C-10 Teaches others new skills.

C-11 Serves Clients/Customers—works to satisfy customer's expectations.

C-12 Exercises Leadership—communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.

C-13 Negotiates—works toward agreements involving exchanges of resources; resolves divergent interests.

C-14 Works With Diversity—works well with men and women from diverse backgrounds.

SYSTEMS—Understands Complex Interrelationships

C-15 Understands Systems—knows how social, organizational, and technological systems work and operates effectively with them.

C-16 Monitors and Corrects Performance—distinguishes trends, predicts impacts on system operations, diagnoses systems performance and corrects malfunctions.

C-17 Improves or Designs Systems—suggests modifications to existing systems and develops new or alternative systems to improve performance.

TECHNOLOGY—Works with a Variety of Technologies

C-18 Selects Technology—chooses procedures, tools, or equipment, including computers and related technologies.

C-19 Applies Technology to Task—understands overall intent and proper procedures for setup and operation of equipment.

C-20 Maintains and Troubleshoots Equipment—prevents, identifies, or solves problems with equipment, including computers and other technologies.

2020 Differentiated Essential Competencies (DECs) by the Texas Board of Nursing

I. Member of the Profession

A licensed nurse (LVN or RN) who exhibits behaviors that reflect commitment to the growth and development of the role and function of nursing consistent with state and national regulations and with ethical and professional standards; aspires to improve the discipline of nursing and its contribution to society; and values self-assessment, self-care, and the need for lifelong learning.

A. Function within the nurse’s legal scope of practice and in accordance with the policies and procedures of the employing health care institution or practice setting.

Knowledge
1. a. Texas Nursing Practice Act.
b. Texas Board of Nursing Rules, Position Statements, and Guidelines.
c. Federal, state, or local laws, rules, and regulations affecting nursing practice.
2. Nursing scope of practice in relation to delegated medical acts and facility policies.
3. Standards and guidelines from professional organizations
4. Facility policies and procedures.

B. Assume responsibility and accountability for the quality of nursing care provided to patients and their families.

Knowledge
1. a. Texas Board of Nursing Standards of Practice.
b. National standards of nursing practice and care.
c. American Nurses Association Code of Ethics
d. Models of ethical decision making
e. Advocacy process.
2. Legal parameters of professional nursing practice and the Texas Nursing Practice Act, including Nursing Peer Review
b. Legal principles relative to health care
3. Issues affecting the registered nurse role and the delivery of culturally-sensitive care to patients and their families.
4. Continuing competency and professional development.
5. Self-evaluation, staff evaluation, and peer evaluation processes
6. Employment setting policies and procedures.
b. Methods for the development of policies and procedures
7. a. Professional characteristics that conform to generally accepted standards of nursing care and of regulation.
b. Aspects of professional behavior and in providing service excellence.
c. Communication techniques and management skills to maintain professional boundaries.
8. Principles of quality improvement and basic outcome measurement in health care organizations

C. Participate in activities that promote the development and practice of professional nursing.

Knowledge
1. Historical evolution of professional nursing.
2. Issues and trends affecting nursing practice, the nursing profession, and health care delivery.
3. The role of professional nursing organizations, regulatory agencies, and health care organizations.
4. Strategies to influence the public perception of nursing.
5. a. The evolving practice roles of professional nurses and their contributions to the profession.
b. Types of leadership.
c. Political processes to promote professional nursing practice.

D. Demonstrate responsibility for continued competence in nursing practice, and develop insight through reflection, self-analysis, self-care, and lifelong learning

Knowledge

1. Texas Board of Nursing rules for continuing competence.
2. Resources, tools, and processes to assess professional learning needs.
3. Lifelong learning opportunities to facilitate continuing competence (e.g., certifications and educational articulation/ mobility and pathways for academic progression).
4. Changing roles and competencies in professional nursing.
5. Research in self-care practices of nurses.

II. Provider of Patient-Centered Care

A licensed nurse (LVN or RN) who, based on educational preparation and scope of practice, accepts responsibility for the quality of nursing care and provides safe, compassionate nursing care using a systematic process of assessment, analysis, planning, intervention, and evaluation that focuses on the needs and preferences of patients and their families. The nurse incorporates professional values and ethical principles into nursing practice. The patients for LVNs and for Diploma and ADN educated RNs include individual patients and their families; the BSN-educated RN is also prepared to provide care to populations and communities.

A. Use clinical reasoning and knowledge based on the associate degree nursing program of study and established evidence-based practice as the basis for decision making in nursing practice.

Knowledge
1. A systematic problem-solving process in the care of patients and their families based on selected liberal arts and sciences, and evidence-based practice outcomes.
1 b. Conceptual frameworks of nursing practice as a means of planning care and solving clinical problems in care of patients and families.
2. a. Priority setting based on patient health status and individual characteristics.
b. characteristics of vulnerable patients
c. Clinical reasoning processes, systematic clinical judgment, and best practices.
3. Application of current literature, available work setting resources, and evidence-based practice to assist in decision making.
4. Resources for accurate and scientifically valid current information.

B. Determine the physical and mental health status, needs, and preferences influenced by culture, spirituality, ethnicity, identity, and social diversity of patients and their families, and the interpretation of comprehensive health assessment findings compared with evidence-based health data derived from the associate degree nursing program of study.

Knowledge
1. Steps of a systematic approach, which includes assessment, analysis, planning, implementation, and evaluation.
2. Comprehensive nursing assessment of patients and their families.
3. Structured and unstructured data collection tools and techniques of assessment of patients and their families including interviewing.
4. Characteristics, concepts, and processes related to patients, including: anatomy and physiology; physical and psychosocial growth and development; pathophysiology and psychopathology; ethical reasoning; and cultural and spiritual beliefs and practices related to health, illness, birth, death and dying.
5. Cultural differences of patients across the lifespan and major needs of vulnerable patients.
6. Characteristics, concepts, and processes related to disease transmission, risk factors, preventive health practices and their implications for selected populations and community resources
7. Disease processes, pharmacotherapeutics, and other therapies and treatments.
8. Introduction to established theories, models and approaches that guide nursing practice.
9. Characteristics, concepts and processes related to families, including family development, risk factors, family communication patterns, and decision-making structures. Functional and dysfunctional characteristics of families that impact health.
10. Application of clinical technology and use of nursing informatics in the delivery of safe patient care.
11. Introduction to complex and multiple healthcare problems and issues, including evidence-based complementary health care practices.
12. Political, economic, and societal forces affecting health of individuals and their families. Social determinants of health.

C. Analyze comprehensive assessment data to identify problems, formulate goals/outcomes, and develop plans of care for patients and their families using information from evidence-based practice in collaboration with patients, their families, and the interdisciplinary health care team

Knowledge
1. a. Principles of establishing nurse-patient/family relationship including cultural aspects of care.
1 b. Principles for recognizing functional and dysfunctional relationships.
2. a. Techniques of written, verbal, and nonverbal communication including electronic information technologies.
2 b. Principles of effective communication and the impact on nursing practice.
3. Principles of disease prevention, health promotion, education, and rehabilitation for patients.

4. a. Evidence-based clinical practice guidelines as a basis of interventions to support patients and their families throughout the lifespan, including end-of-life care
4. b. interdisciplinary collaboration
5. Congruence of the relationships among the nursing plan of care, the therapeutic regimen, the plan of care of other interdisciplinary health care team members, and basic cost factors.
6. A systematic approach for problem-solving and decision-making for prioritizing and evaluating the plan of care.
7. Strategies for collaborative discharge planning.
8. Concepts from humanities and natural, social, and behavioral sciences applied to care planning for patients and their families.

D. Provide safe, compassionate, comprehensive nursing care to patients and their families through a broad array of health care services.

Knowledge
1. a. Components of compassionate, patient-centered care.
b. Standards of Care; Standards of Practice; institutional policies and procedures for delivery of nursing care.
c. Professional ethics.
d. Aspects of professional behavior that conform to generally accepted standards of nursing care and of regulation.
e. Nursing unit and staffing management.
2. Characteristics, trends, and issues of health care delivery
3. a. Basis for determining nursing care priorities in patient care.
b. Principles for determining priorities and organization of nursing care.
4. Scope of responsibilities and accountability for supervision and collaboration.
b. Principles of delegation, supervision, and collaboration including Texas Board of Nursing delegation rules.
c. Models and patterns of nursing care delivery.
5. Channels of communication for decision making processes within the work setting.
b. Principles of decision making.

E. Implement the plan of care for patients and their families within legal, ethical, and regulatory parameters and in consideration of disease prevention, wellness, and promotion of healthy lifestyles.

Knowledge
1. a. Health practices and behaviors and early manifestations of disease in patients and their families related to their developmental level, gender, culture, belief system, and the environment.
1 b. Healthy lifestyles and early manifestations of disease in patients and their families.
2. Patterns and modes of therapeutic and non-therapeutic communication, delegation, and collaboration.
3. a. Rights and responsibilities of patients related to health care and advocacy.
3 b. Advocacy for health promotion for patients and their families.
4. a. Physiological, psychiatric, and mental health aspects of nursing interventions.
b. Approaches to comprehensive healthcare, including health promotion and preventive practices for patients and families.
5. Principles and factors that contribute to the maintenance or restoration of health and prevention of illness.
6. a. Principles and rationale underlying the use, administration, and interaction of pharmacotherapeutic and psycho pharmacotherapeutic agents using evidence-based outcomes which impact patients' responses to these agents.
b. Effects of misuse of prescription and nonprescription medications and other substances
7. Principles and strategies of stress management, crisis intervention, and conflict management.
8. Code of ethics, ethical practices, and patient's rights and framework for ethical decision-making..
9. Legal parameters of professional nursing practice and health care.
10. Intradisciplinary and interdisciplinary resources and organizational relationships including structure, function, and utilization of resources.
11. Key federal and state statutes and institutional policies regarding patient confidentiality.
b. Issues and factors impacting confidentiality.
c. Management of nursing informatics using principles of confidentiality.
12. Nursing interventions to implement plan of care, reduce risks, and promote health for patients and their families.
13. Clinical reasoning for patients and their families with complex health care needs using framework of knowledge derived from the diploma or associate degree nursing program of study.

F. Evaluate and report patient outcomes and responses to therapeutic interventions in comparison to benchmarks from evidence-based practice, and plan follow-up nursing care.

Knowledge
1. Methods to evaluate health care processes and patient outcomes.
2. Factors indicating changes that have potential for life-threatening consequences based on knowledge including physiology, pathophysiology, and pharmacology.
3. Introduction to performance improvement concepts in patient care delivery.

G. Develop, implement, and evaluate teaching plans for patients and their families to address health promotion, maintenance, and restoration.

Knowledge
1. a. Lifespan development and sociocultural variables affecting the teaching/learning process.
b. Techniques for assessment of learning needs and factors affecting learning.
2. a. Principles, methods, strategies, and outcomes of learning and teaching.
b. Methods and strategies to evaluate learning and teaching.
3. a. Resources that support patient health care knowledge, decision making, and self-advocacy.
b. Methods for advocating for patient and family health.

H. Coordinate human, information, and physical resources in providing care for patients and their families.

Knowledge
1. Organizational mission, vision, and values as a framework for care and management.
2. Types of organizational frameworks of various health care settings.
3. a. Workplace safety and civility consistent with current federal, state, and local regulations and guidelines.
3b. Prevention of workplace violence
3c. Promoting a safe environment and a culture of safety.
4. a. Key issues related to budgetary constraints impacting the use of resources.
b. Basic models of reimbursement.
5. Basic principles of management and communication within an organization.
6. Roles and responsibilities of members of the interdisciplinary health care team.
7. Change process and strategies for initiating and evaluating effectiveness of change.

III. Patient Safety Advocate

A licensed nurse (LVN or RN) who promotes safety in the patient and family environment by: following scope and standards of nursing practice; practicing within the parameters of individual knowledge, skills, and abilities; identifying and reporting actual and potential unsafe practices; and implementing measures to prevent harm. The BSN-educated RN is also prepared to be a patient safety advocate for populations and communities

A. Demonstrate knowledge of the Texas Nursing Practice Act and the Texas Board of Nursing Rules that emphasize safety, as well as all federal, state, and local government and accreditation organization safety requirements and standards

Knowledge
1. Texas Nursing Practice Act and Texas Board of Nursing rules.
2. National Standards of Nursing Practice.
3. Federal, state, and local government and accreditation organizations' safety requirements and standards.
4. Facility policies and procedures
5. Facility licensing agency or authority standards.
6. Principles of quality improvement and outcome measurement in health care

B. Implement measures to promote quality and a safe environment for patients, self, and others.

Knowledge
1.a. Principles of patient safety including safe patient handling.
b. Management of the patient environment for safety.
2. Promoting a culture of safety implementing principles of just culture.
2. Methods for promoting safety in the patient care environment consistent with current standards and guidelines.
3.a. Role in safety and risk management for patients and others.
3. b. de-escalation of potential or actual violent behavior.
3. c. civility vs. incivility

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| 4. Principles of a culture of safety including safe disposal of medications and hazardous materials. |
| 5. Texas Board of Nursing rules related to mandatory reporting, nursing peer review, and "Whistleblower" protection |

C. Formulate goals and outcomes using evidence-based data to reduce patient risks.

Knowledge

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| 1. Principles of disaster preparedness and communicable disease prevention and control for patients and their families. |
| 1. b. elements of health care setting and community readiness for disrupting events such as disasters and major interferences with the health and well-being of the many. |
| 2. Current national and state standards and guidelines and local procedures for infection control. |

D. Obtain instruction, supervision, or training as needed when implementing nursing procedures or practices.

Knowledge

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| 1. a. Standards of Practice. |
| b. Texas Board of Nursing rules (including Scope of Practice), Texas Board of Nursing Position statements and Guidelines. |
| c. Facility policies and procedures. |

E. Comply with mandatory reporting requirements of the Texas Nursing Practice Act

Knowledge

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| 1. a. Standards of Practice. |
| b. Texas Board of Nursing rules, Position Statements and Guidelines. |
| c. Scope of Practice. |
| 2. Facility policies and procedures. |

*** F. Accept and make assignments and delegate tasks that take into consideration patient safety and organizational policy.**

Knowledge

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|---|
| 1. a. Standards of Practice. |
| b. Texas Board of Nursing Rules (including RN Delegation Rules), Position Statements, and Guidelines. |
| c. Scope of Practice. |
| 2. Facility policies and procedures. |

IV. Member of the Health Care Team:

A licensed nurse (LVN or RN) who provides patient-centered care by collaborating, coordinating, and/ or facilitating comprehensive care with an interdisciplinary/multidisciplinary health care team to determine and implement best practices for the patients and their families. The BSN-educated RN is also prepared to become a leader of the health care team as well as to provide care to populations and communities.

A. Coordinate, collaborate, and communicate in a timely manner with patients, their families, and the interdisciplinary health care team to plan, deliver, and evaluate patient-centered care.

Knowledge

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| 1. a. Structure, function, and interdisciplinary relationships within the health care delivery system. |
| b. Models of care delivery and roles of interdisciplinary health care team members including group process. |
| 2. Patterns and processes of effective communication and collaboration including assertiveness, negotiation, conflict resolution, and delegation. |
| 3. a. Change theory and managing change. |
| b. Principles of conflict management, decision-making, assertiveness, motivation, delegation, supervision, and time management. |
| 4. a. Patient advocacy and consumer rights and responsibilities. |
| b. Legal and ethical processes related to healthcare. |
| 5. a. Principles of evidence-based practice and application of evidence-based outcomes related to health care. |
| b. Methods of evaluation for continuous quality improvement. |

B. Serve as a health care advocate in monitoring and promoting quality and access to health care for patients and their families.

Knowledge

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| 1. a. Rights and responsibilities of patients regarding health care, including self-determination and right of refusal. |
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b. Current legal and societal factors that influence access to health care for patients and their families relating to safeguarding patient rights.
2. a. Individual responsibility for quality of nursing care.
b. Role of the nurse as patient advocate for patients and their families.
3. a. Role of organizational committees, nursing peer review committees, nursing organizations, and community groups involved with improving the quality of health care for patients and families.
b. Knowledge of reliable online sites and other resources that provide quality health care data.
4. Role and responsibility for public safety and welfare, which may involve mandatory reporting.

C. Refer patients and their families to resources that facilitate continuity of care; health promotion, maintenance, and restoration; and ensure confidentiality.

Knowledge
1. Institutional and community resources including agencies/ services and health care providers.
2. Principles of case management.
3. Roles of family and significant others in providing support to the patient.
4. a. Roles and functions of members of the interdisciplinary health care team.
b. Confidentiality regulations (e.g., HIPAA).
5. Referral processes for patients and their families to promote continuity of care.
6. Issues and trends in health care delivery.
7. Major current issues affecting public/ government/ private health care services, programs, and costs.
8. Organizational, local, and state resources for risk reduction, and health promotion, maintenance, and restoration.

D. Communicate and manage information using technology to support decision-making to improve patient care.

Knowledge
1. a. Current information and communication systems for managing patient care, data, and the medical record.
b. Current technology-based information and communication systems.
2. Regulatory and ethical considerations protecting confidentiality when using technology.
3. Technology skills including word-processing, e-mail, accessing databases, bibliographic retrieval, and accessing multiple online resources.

***E. Assign and/ or delegate nursing activities to other members of the health care team based upon an analysis of patient or work place need.**

Knowledge
1. Texas Board of Nursing RN Delegation Rules.
2. Principles of supervision and management, team work/ group dynamics, and nursing care delivery systems.
b. Competencies of assistive personnel and other licensed team members.
c. Structure and function of the interdisciplinary team.
d. Patient care requirements and assessment techniques
e. Evaluation processes and methods to assess competencies.
3. Time management.
4. a. Principles of communication.
b. Regulatory laws and facility policies

***F. Supervise nursing care provided by others for whom the nurse is responsible by using evidence-based nursing practice.**

Knowledge
1. Principles of management and organizational behavior.
2. Principles of communication and group process.
3. a. Assessment of learning needs.
b. Instructional methods.
c. Evaluation of teaching effectiveness.
4. a. Facility policies and procedures.
b. Organizational structure including chain of command.

G. Participate with health care teams during local or global health emergencies or pandemics to promote health and safety, and prevent disease.

Knowledge
1. Impact of global health on local communities.
2. a. global health organizations
2.b. sources of global health information and data
3. Nursing roles during global or local emergencies and pandemics
4. Factors that impact global and local health: social justice and equity; holistic care; advocacy for global health; sustainability of nurses in global health (including environmental conditions and self-care); and interprofessional collaboration

*these may not occur until after graduation