INSTRUCTOR INFORMATION

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COURSE DESCRIPTION:

Integration of previous knowledge and skills into the continued development of the professional nurse as a provider of care, coordinator or care, and member of a profession. Emphasis on clinical decision-making for clients in medical-surgical settings experiencing health problems involving gastrointestinal disorders, endocrine and metabolic disorders, reproductive and sexual disorders, musculoskeletal disorders, eye-ear-nose-throat disorders, and muscle skeletal disorders will be emphasized. Application of clinical decision making skills, utilizing clinical and managerial knowledge, and professional values within a legal/ethical framework.
RNSG 1247: CONCEPTS OF CLINICAL DECISION MAKING
COURSE EXPECTATIONS CONTRACTUAL AGREEMENT

I __________________________ have read the syllabus and fully understand the expectations of me as a student in this course. I understand that failure to meet any one of the expected behaviors in the syllabus with particular emphasis on the section related to Evaluation can result in my attaining an unsatisfactory grade in this course. Lack of appropriate attendance may result in my being dropped from this course or attaining an unsatisfactory grade.

Notice of Instructor’s right to modify the syllabus: The instructor reserves the right to modify this Syllabus and will notify the class of any changes during class/Eagle-On Line.

My signature below signifies my willingness to comply with the course requirements.

Signature: __________________________
Date: __________________________

In addition to the course expectations, I agree to neither give nor receive any information about test questions or content in this course. I fully understand and accept that the consequence of the aforementioned behavior will result in my being expelled from the Associate Degree Nursing Program.

NOTICE: Students who repeat a course three or more times may soon face significant tuition/fee increases at HCC and other Texas public colleges and universities. Please ask your instructor/counselor about opportunities for tutoring/other assistance prior to considering course withdrawal, or if you are not receiving passing grades.

Signature: ________________ Date: ________________
I. COURSE DESCRIPTION

Why a Clinical Decision Making Course?
As a professional nurse, clinical decision making, also known as clinical judgment, will be a part of your everyday clinical responsibilities, and relates to the quality of care provided, and competency issues related to the care provided. Professional nurses care and make decisions under conditions of certainty, uncertainty, and risk.

The following describes multiple components that encompass a nurse’s clinical judgment. In nursing as with all health professions, clinical judgments should be patient-centered, use available evidence from research, available informatics tools, ethics, legal considerations and established standards of care. These crucial judgments should take place within the context of interdisciplinary collaboration in order to provide clinical decisions of the highest quality, and assist on providing positive outcomes for the recipients of care. Additional components include, but are not limited to the following; 1. Ability to draw reasoned conclusions, 2. Be unwilling to merely accept the status quo or tradition, 3. Be creative, 4. Connect ideas, 5. Engage in dialogue with individuals and groups, 6. Communicate effectively through verbal, written, and electronic means, 7. Manage conflicting information, 8. Be characterized by a “spirit of inquiry”, 9. Open to new perspectives, interpretations, and alternatives, 10. Be reflective and contemplative.

Learning Outcomes:
The student will apply principles of decision making, management and leadership utilizing a systematic problem-solving process and critical thinking skills to plan care for clients and their families. Examine health care delivery systems within a collaborative, ethical, and legal framework.

Students will have the opportunity to explore trends in health care delivery and issues affecting nursing practice, prioritization and organization of nursing care, decision-making, delegation, supervision and collaboration with others in the management of human and material resources, with accountability and responsibility for providing quality care to clients and families.

II. PRE-REQUISITES: RNSG 1301, RNSG 1413, RNSG 1360, RNSG 1115, RNSG 1441, RNSG 2360, RNSG 1105, RNSG 2213, & RNSG 2263.

III. CO-REQUISITES: RNSG 1412.
IV. COURSE LEARNING OUTCOMES

At the completion of this unit, the student will have been provided with the learning activities to:

1. Identify characteristics, trends and current issues relevant to health care delivery and their application in nursing.
2. Describe the basis of determining priorities and organization of professional nursing care.
3. Apply principles of clinical decision making, delegation, supervision and collaboration utilized within a variety of health care settings.
4. Identify institutional, community and human resources used currently to provide health care for clients and families and their relationship to patient outcomes.
5. Discuss and apply accountability and responsibility related to professional nursing and patient/family outcomes.
6. Use critical thinking as a framework for providing and planning care for clients and families in a variety of health care settings.

V. METHODS OF ACCOMPLISHING LEARNING OUTCOMES

1. Classroom instruction
   A. Lecture / discussion
   B. Online Course Management Systems (www.mynursingkit.com)
   C. Case Studies/Current Management articles

2. Independent study of assigned topics
   A. Written assignments/exercises/Evidence Based Nursing Research articles
   B. Online Course Management Systems (myNursingkit)
   C. Individual and Group Assignments/Presentations
VI. EVALUATION

A. THEORY

1. A project is required for RNSG 1247. The guidelines and grading sheets for the project will be listed on the RNSG 1247 website. Note: Projects must be typed and presented in 12 Font Times Roman format only.

(a.) Written Projects: Responses will be submitted as a professional paper with appropriate references from the current Texas Nurse Practice Act to support your answer as well as current clinical standards of practice. The current Texas Nurse Practice Act to be used as a reference should be obtained from the current Texas Nurse Practice Act 2009 published pamphlet, as well as any supplements to the 2009 Texas Nurse Practice Act. Papers that contain only the rules and regulations without rationale(s) of how they apply to the case will receive a zero for each occurrence. The paper MUST be presented and written in a professional manner. The paper and references MUST follow APA format or five points each will be deducted from your final grade for format and five points each will be deducted for references not in APA format. The paper MUST be typed and printed in black (No script or special fonts) on white paper or they will not be accepted, and you will receive a zero for your grade. Pages within the paper MUST contain page numbers and be in sequential order. A grading sheet MUST also be submitted with your paper. Typographical errors, faded print, spacing errors, grammatical or spelling errors will result in deductions to a maximum of fifteen points. The paper MUST contain both an introduction and a conclusion. The library has a current copy of the APA manual.

(b.) The project paper MUST be submitted at the beginning of class on the date due or it will be considered late and five points a day inclusive of weekends will be deducted from your grade. (Refer to Grading Sheet Criteria for Project Paper for additional rules/regulations which will be posted after the Mid-Term Exam). NOTE: Project papers are to be done on a Team Basis: any paper(s) that contain identical wording/paraphrasing with any other written materials will be given a grade of zero. Minimum of four (4) clinical references per project paper from different sources. Project papers will be a maximum of 4 typed (12 font) pages, exclusive of the cover sheet and the reference page.

2. Two exams (50 questions per exam), and a final exam consisting of (100) questions will be given in RNSG 1247. All exams will be composed of objective, multiple-choice questions. The final examination will be comprehensive and may consist of questions related to any topic covered in the course, with an added emphasis on clinical decision making. Written/presentation projects will be counted toward your final grade.
3. The percentages for each item that makes up your grade follows

Exam #1 = 15%
Exam #2 = 20%
Final Exam: = 25%
TBON (Delegation) Written Project = 25%
Class/Group Participation/Presentations/Written Projects = 15%

A = 90 - 100
B = 80 - 89
C = 75 - 79
D = 60 - 74
F = below 60

In order to pass the theory component of a course with a RNSG prefix, a minimum grade of “C” must be achieved

VII. ATTENDANCE
Students may be administratively withdrawn from this course after more than 4 hours of absence accumulated before the last official date of withdrawal. **All Cell Phones MUST be in the OFF mode while in the classroom.** Late arrival admission to the class once the class has begun is up to the discretion of the instructor. **Please note that during test times, once the examination has started late arrivals will not be allowed to enter the test area and will be required to take a make-up examination during the Final Week.**

VIII. REQUIRED TEXTBOOKS/READINGS:

Nursing Practice Act, Nursing Peer Review, Nurse Licensure Compact, & Advanced Practice Registered Nurse Compact, (2011 paperback edition) (available at UT Bookstore). All Supplemental TBON rules/regulations to the 2011 Nurse Practice Act are also required and can be located on the TBON web site.
Access to Textbook companion website at [www.mynursingkit.com](http://www.mynursingkit.com)
Additional required articles will be posted on Eagle-On Line

IX. POLICIES
All students must adhere to HCCS policies as well as those delineated in the 2012-2013 HCCS A.D.N handbook.
X. SPECIAL NEEDS: COMPLIANCE WITH AMERICAN WITH DISABILITIES ACT (ADA)

Any student with a documented disability (e.g. physical, learning, psychiatric, visual, hearing, etc.) who needs to arrange reasonable accommodations must contact the Disability Services Office at their respective college at the beginning of each semester. Faculty is authorized to provide only the accommodations requested by the Disability Support Services Office. If a student has a disability or needs instructional accommodation due to a disability, you must notify your instructor the first week of class. Students with special needs should refer to the procedure identified in the HCCS Student Handbook. The procedure may be started with a phone call to the Disabilities Counselor.

XI. ADN HANDBOOK

Students are responsible for reading the Associate Degree Nursing Program Student Handbook. The student will fill out the acknowledgment form and give to the lead instructor within 7 days of the first day of class.

XII. ACADEMIC INFORMATION

Students are responsible for reading the Current Edition of the Houston Community College System Student Handbook to be certain that they understand HCCS policies/procedures including the Scholastic Dishonesty Policy as well as Refunds and Withdrawals from a course.

XIII. REMEDIATION

Remediation will be available to any student enrolled in RNSG 1247 who expresses the need for this service. Successful remediation necessitates an active role for both students and faculty. If a student needs remediation, an appointment may be arranged by contacting the RNSG 1247 instructor in person. Should you not be able to keep the appointment expectations are that you will notify the instructor at least 24 hours before the assigned appointment.

It is expected that the student will make an appointment at least one week ahead of time and come to the session prepared. Student responsibilities include bringing textbook, questions or topics for discussion and are to follow through with all instructor made assignments to facilitate their learning. Students are also encouraged to seek out the ADN counselor as well as seek assistance from the Academic Center for Success.

A student seeking a review of any examination, except for the final which is not reviewed, must have attended the electronic examination review offered immediately after the examination. Review of specific questions after each examination must be requested within one week after the examination. The learner is expected to come to the review session having re-read the materials contained within the examination with specific concerns related to the materials under concern.
XIV. TESTING PROTOCOLS

To insure quality education and equality to all students in the Associate Degree Nursing Program, the following special conditions will apply during testing situations.

1. The instructor controls the options of seating arrangement, movement, leaving the room, and stopping an exam for violation of scholastic dishonesty.

2. Infractions of scholastic dishonesty will be grounds for dismissal from the program.

3. Examination review may be done immediately after the examination. In respect for your peers who have not yet completed the examination, the student is expected to remain quietly in the test session after they have finished the exam, not talk, take notes, or attempt to use their cell phones. Cell phones with a photo lens are not allowed in the test or review session.

4. Should the student be unable to attend a test session they must so advise the instructor in writing 24 hours prior to the exam except in an emergency. Any missed examination will be made up either the week before or the week of the final exam.

5. The make-up examination may be an essay, multiple choice questions or a combination of the two, the style of the make-up examination will be determined by the instructor(s). Students who miss the Final examination are subject to receive an Incomplete in the course.

6. Once the test has begun, no student will be allowed to enter the testing site, and will have to take a make-up examination the week before or the week of their Final examination. This applies to all students enrolled in the course.

7. Should a student need to leave the test area before completing their exam they will not be allowed to return and complete the exam. A make-up examination the week before or the week of their Final examination will be scheduled for the student.
XV. COURSE OUTLINE

Module I: The Health Care Systems Patient Care Management
Module II: Communication in the Work Environment
Module III: Informatics – Monitoring Outcomes/Use of Data
Module IV: Maintaining Standards
Module V: Ethical/Legal Issues in Patient Care
Module VI: Decision Making & Conflict Management
Module VII: Delegation/Decision Making/Critical Thinking
Module VIII: Managing Change & Evidence Based Nursing Practice (EBP)
XVI LEARNING OUTCOMES AND COURSE CONTENT

Module I: The Health Care System/Patient Care Management

Learning Outcomes

At the completion of this unit the student will have been provided with the learning activities to:

1.1 Differentiate between leadership and management.
1.2 Identify, discuss, and outline the five management structures of patient care.
1.3 Identify and discuss the key concepts from Grohar-Murray and Motacki with applications to Module I.
1.4 Describe the various modes of patient care delivery systems; discuss the pros and cons of each; relate a clinical scenario to each of the delivery models; identify and outline the responsibility of the profession.
1.5 Identify, discuss, and outline 4 specific outcome measures of patient care management.
1.6 Define environment of care; identify, discuss hospital security and safety policies and procedures.
1.7 Identify and evaluate the implementation of proper procedures in event of a disaster and Hospital codes.
1.8 Discuss how to incorporate management of the environment of patient care in everyday tasks in three health care settings.
1.9 Explain, and evaluate the traditional management functions of planning, organizing, staffing, directing, coordinating, and controlling; identify at least 5 key characteristics of effective nurse managers.
1.10 Apply the management assessment tool to a health care setting issue.
1.11 Identify the major forces dominating the health care system today; list factors that contribute to rising cost of health care; analyze U.S. policies on financing health care delivery.

Learning Activities:
1. Classroom lecture, discussion
2. Student participation
3. Media Links; Case Studies, Evidence Based Practice Articles

Method of Evaluation:
1. Multiple choice items on examinations; Pop-Quizzes, class discussions, group assignments and presentations.

References:
1. Motacki, Chapters 1
2. Grohar-Murray, Chapters 1, 7
Module II: Communication in the Work Environment

Learning Outcomes

At the completion of this unit the student will have been provided the learning activities to:

2.1 Analyze an effective communication; evaluate the components of group dynamics.
2.2 Identify the components of team building; evaluate an effective team.
2.3 Analyze communication with difficult people; communication with the health team.
2.4 Diagnose a non-functional group
2.5 Explain organization wide communications.
2.6 Identify the principles of good communication; discuss the importance of accurate communication used in health care.
2.7 Identify, discuss, and outline the components of a change of shift report.
2.8 Discuss, and identify the components of SBAR communication and its use in health care.
2.9 Analyze communication principles when dealing with conflict resolution
2.10 Identify, discuss, the key concepts from Grohar-Murray and Motacki with applications to Module II.

Learning Activities:
1. Classroom lecture and discussion
2. Student participation
3. Media Links, Case studies, Evidence Based Research Articles

Method of Evaluation:
1. Multiple choice items on examinations, Pop Quizzes, class discussion,
2. Group assignments, and presentations, individual/group class discussion/participation.

Reference:
1. Motacki, Chapter 2
2. Grohar-Murray, Chapter 3
Module III: Informatics – Monitoring Outcomes/Use of Data

Learning Outcomes

At the completion of this unit the student will have been provided with the learning activities to:

3.1 Identify methods of analyzing data in health care; identify outcomes for various areas of nursing responsibility.
3.2 Differentiate between data/information/informatics
3.3 Analyze role of nurse manager in assisting unit staff to deal with data collected
3.4 Relate principles of performance improvement to the monitoring of patient care data.
3.5 Define EHRs and EMRS; analyze forces behind implementation of EMRs
3.6 Describe the components of a hospital wide EMR; discuss obstacles to use of the EMR
3.7 Analyze role of the nurse in the implementation and use of the EMR.
3.8 Identify the functions of informatics for Nursing Practice; explore ethical issues inherent in use of informatics.

Learning Activities:
1. Classroom lecture, discussion,
2. Student Participation/Presentation
3. Media Links, case studies, Evidence Based Research Articles

Method of Evaluation:
1. Multiple choice items on examinations, Pop quizzes, case studies, group/individual assignments/presentations

Reference:
1. Motacki, Chapters 11, 12
2. Grohar-Murray, Chapter 17
Module IV: Maintaining Standards

Learning Outcomes

At the completion of this unit the student will have been provided the learning activities to:

4.1 Define key terms associated with standards
4.2 Describe 3 stipulations required to meet certification standards.
4.3 Identify the federal health insurance programs that lead to the review of appropriate and effective care
4.5 Discuss the relationship between clinical practice guidelines and outcome standards.
4.6 List the conditions that must be met to claim injury due to negligence.
4.7 Define The Joint Commission/accreditation process/Institute for Health Improvement ihi/Process of care measures/outcome of care measures/satisfaction measures/ NCBI
4.8 Discuss strategies for implementation of proper procedures using appropriate regulatory and certifying agency guidelines

Learning Activities:
1. Classroom lecture and discussion
2. Student participation
3. Media Links, case studies, Evidence Based Research Articles

Method of Evaluation:
1. Multiple choice items on examinations, Pop Quizzes, case studies, group discussions/presentations

Reference:
1. Motacki, Chapter 7
2. Grohar-Murray, Chapter 9
Module V: Ethical/Legal Issues in Patient Care

Learning Outcomes

At the completion of this unit the student will have been provided the learning activities to:

5.1 Differentiate between ethics and bioethics
5.2 Identify ethical dilemmas in nursing; discuss the role of the nurse in advance directives
5.3 Apply the principles of ethical decision making; discuss the responsibility of an ethics committee.
5.4 Identify interventions designed to protect patients’ rights.
5.5 Differentiate between negligence and malpractice; why is the nurse at risk for legal issues.
5.6 Identify issues of importance in the Nurse Practice Act; discuss potential risk factors in health care settings.
5.7 Become familiar with the Code of Ethics for Nurses.
5.8 Synthesize strategies for enhancing ethical decision making in nursing practice.
5.9 Describe the role of institutional ethics committees.
5.10 List the most common workplace laws with relevance for nurses.
5.11 Explain the process of litigation; distinguish among the various forms of discrimination
5.12 Analyze the elements of collective bargaining.

Learning Activities:
1. Classroom lecture and discussion
2. Student Participation
3. Media Links, Case Studies, Evidence Based Research Articles

Method of Evaluation:
1. Multiple choice items on examinations, Pop quizzes, case studies, class/group discussion/presentations

Reference:
1. Motachi, Chapters 8, 18
2. Grohar-Murray, Chapters 5, 12
Module VI: Decision Making and Conflict Management

Learning Outcomes

At the completion of this unit the student will have been provided the learning activities to:

6.1 Define the decision making process; list the elements of the decision-making process
6.2 Discuss how decision-making process relates to clinical decisions/ nursing process.
6.3 Analyze the relationship between leadership and the management of conflict
6.4 Decision making and conflict management
6.5 Identify Ethical Decision Making Model; Slippery slope arguments.
6.6 Discuss Therapeutic Jurisprudence
6.7 Critical Thinking, Decision Making, Problem Solving, Nursing Process, how are they alike? Different?

Learning Activities:
1. Classroom lecture, discussion, case studies
2. Student participation
3. Media Links, Case Studies, Research Articles

Method of Evaluation:
1. Multiple choice items on examinations, Pop Quizzes, Case studies, class/group discussion/presentations

Reference:
1. Motacki, Chapter 2
2. Grohar-Murray, Chapter 4
Module VII: Delegation and Decision Making/Critical Thinking

Learning Outcomes

At the completion of this unit the student will have been provided the learning activities to:

7.1 Define delegation; discuss elements of delegation according to TBON.
7.2 Identify the five rights of delegation
7.3 Review the circumstances where delegation is appropriate/inappropriate, where assignment is appropriate/inappropriate
7.4 Discuss the role of unlicensed personnel in the delivery of health care
7.5 Review the legal ramifications of delegation of care
7.6 List at least 5 common barriers to delegation
7.7 List at least 3 guidelines for effective delegation

Learning Activities:
1. Classroom lecture, discussion
2. Student participation
3. Media Links, Case studies, Evidence Based Research Articles, Written Delegation Project

Method of Evaluation:
1. Multiple choice items on examinations, Pop Quizzes, Case Studies, Evidence Based Research Articles, Written Delegation Paper

Reference:
1. Motacki, Chapter 3,4
2. Grohar-Murray, Chapter 8
3. Texas Board of Nursing Nurse Practice Act, 2009 and Supplemental Rules Post 2009
Module VIII: Managing Change and Evidence Based Nursing

Learning Outcomes

At the completion of this unit the student will have been provided the learning activities to:

8.0 Explain the theoretical perspective of change; list the strategies used in the planned change process
8.2 Identify the internal and external basis of change in nursing
8.3 Explain the steps in the change process
8.4 Define the three stages in implementing change
8.5 Identify the skills of the change agent
8.6 Identify strategies to improve responses to change.
8.7 Describe the role of evaluation in the change process.
8.8 Describe Evidence Based Nursing and how it applies to professional nursing outcomes/actions related to patients and families.
8.9 Identify the benefits of Evidence Based Nursing and the goals of Evidence Based Nursing.

Learning Activities:
1. Classroom lecture, discussion
2. Student participation
3. Media Links, Case Studies, Research Articles

Method of Evaluation:
1. Multiple choice items examinations, Pop Quizzes, class/group presentations and discussion

Reference:

1. Motacki, Chapter 4
2. Grohar-Murray, Chapters 13, 15, Evidence Based Nursing Articles