

HOUSTON COMMUNITY COLLEGE SYSTEM
ASSOCIATE DEGREE NURSING PROGRAM
JOHN COLEMAN HEALTH SCIENCE CENTER

RNSG 1247

Concepts of Clinical Decision Making

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Fall 2011

INSTRUCTOR INFORMATION

Faculty: Delores Saddler, RN, MSN, PhD.

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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 of 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 integumentary disorders. Discussion of knowledge, judgment, skills, and professional values within a legal/ethical framework.

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. Open to new perspectives, interpretations, and alternatives, 9. Be reflective and contemplative.

Learning Outcomes:

The student will apply principles of decision making and critical thinking skills, utilizing a systematic problem-solving process, as a framework for planning and providing care for clients in medical-surgical settings experiencing various health problems. The roles of the professional nurse will be integrated in the planning and provision of care for clients and families. The role of interdisciplinary collaboration in the delivery of care will also be examined along with a review of the ethical and legal framework within the healthcare arena

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

Upon completion of this course, the student should be able to:

1. Utilize critical thinking as a framework for planning and providing care for clients in structured health care settings experiencing health problems involving various Medical-Surgical disorders.
2. Utilize a systematic problem-solving process as a framework for planning and providing care for clients in structured health care settings experiencing health problems involving various medical-surgical disorders.
3. Integrate the roles of the professional nurses in the provision of care for clients and families.

V. METHODS OF ACCOMPLISHING LEARNING OUTCOMES

1. Classroom

- A. Lecture / discussion
- B. Case Studies
- C. Individual and Group Presentations
- D. Classroom interaction

2. Independent Study

- A. Online Course Management Systems (as available)
- B. Written assignments/exercises
- C. Individual and Group Assignments

VI. EVALUATION

A. THEORY Grading Criteria

Two projects, three unit exams, and a final are required for RNSG 1247. The guidelines and grading sheets for the project will be listed. Note: All written reports/papers, not including journals, must be typed using APA guidelines. Journal entries must be legibly written. Any journals which are not legible will not be graded and will receive a grade of 0. An inexpensive journal ledger should be purchased for the journal entries.

- (a.) **Written Project:** A journal of clinical experiences for the 16 weeks of clinical focusing on leadership and management in the clinical setting will be submitted at the completion of the course. In addition, a professional paper, with appropriate references (Nurse Practice Act and two Professional Journal articles), based on the clinical observations summary will be submitted. Specific guidelines for the paper will be given after the midterm. The paper **MUST** be written in a professional manner. The paper and references **MUST** follow APA format. The paper **MUST** be typed and printed in black (No script or special fonts) on white paper. The paper **must** contain both an introduction and a conclusion. (Refer to Grading Sheet Criteria for Project Paper for additional rules/regulations). **NOTE:** Project papers will be a

maximum of 4 typed (12 font) pages, exclusive of the cover sheet and the reference page.

- (b.) **Group Project:** A series of debates on selected topics will be presented and graded based on established criteria. This will be a group project, presentation, and grade.
- (c.) **Unit Exams and Final:** Three exams, (50 questions), and a final consisting of (100) questions will be given in RNSG 1247. The final examination will be comprehensive and may consist of questions related to any topic covered in the course.

The percentages for each item that makes up your grade are as follows*

Three Unit Exams (15% each)	= 45%
Final Exam:	= 20%
Project 1 Journal and Paper	= 15%
Project 2 Debate	= 20%

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

Bonus Points: Up to 3 points may be added to the final grade for RNSG 1247. Two bonus questions will be given with each unit exam worth 0.5 (1/2) point each. Bonus questions may cover topics covered in RNSG 1441 or RNSG 1105 which relate to clinical decision making..

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.** It is possible that some tests will be conducted at the Central location and may be paper/pen tests.

VIII. REQUIRED TEXTBOOKS/READINGS:

Grohar-Murray,E. & Langan, J. (2011). *Leadership and management in nursing* (4th Ed). Pearson.

Motacki, K., & Burke, K. (2011). *Nursing delegation and management of patient care*, Mosby-Elsevier.

Nursing Practice Act, Nursing Peer Review, Nurse Licensure Compact, & Advanced Practice Registered Nurse Compact, (2009 hard back edition) (available at UT Bookstore)

American Psychological Association. (2009). *Publication manual of the American Psychological Association*. (6th Ed). Washington DC: American Psychological Association.

Fineout-Overhalt, E., Mazurek, B., Stillwell, S.B., Williamson, K.M. (2010) Evidence based Practice. Step by step: Critical appraisal of the evidence: Part I & II. *American Journal of Nursing*, 110(7), 47-52 & 110(8), 41-48.

Access to Textbook companion website at www.mynursingkit.com

IX. POLICIES

All students must adhere to HCCS policies as well as those delineated in the HCCS A.D.N. Student Handbook, 2011-2012.

EGLS3-Evaluation for Greater Learning Student Survey System: At Houston community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and division chairs for continual improvement of instruction. Look for the survey as part of the Houston Community College Student System online near the end of the term.

X. SPECIAL NEEDS: COMPLIANCE WITH AMERICAN WITH DISABILITIES ACT (ADA)

Any student requiring special accommodations should notify the instructor upon the first week of class or as soon as the disability is confirmed with appropriate documentation

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

Please refer to the current student Academic Handbook

XIII. REMEDIATION

If a student needs remediation, an appointment may be arranged by contacting the RNSG instructor.

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. Students are also encouraged to seek out the ADN counselor as well as seek assistance from the Academic Center for Success. Additional remediation recommendations may be given as indicated.

All tests are available for review, except the final, prior to the next test. Any student making less than 75% on any test should make an appointment to meet with the instructor prior to the next test. An early alert form will be submitted as needed. The student may be expected to submit documentation of remediation measures.

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 according to the guidelines listed above. 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 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 at the discretion of the instructor. Students who miss the Final examination are subject to receive an Incomplete in the course.

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.

XV. COURSE OUTLINE

- Module I: Leadership
- Module II: Management
- Module III: Ethics
- Module IV: Motivation and Improving Performance
- Module V: Legal Issues
- Module VI: Managing Change
- Module VII: Managing Resources
- Module VIII: Informatics and Special Issues

XVI. SCANS - AREA OF COMPETENCY

The U.S. Department of Labor Secretary's Commission on Achieving Necessary Skills (SCANS) to enter the workplace has determined that a total of 43 competencies must be addressed and a method(s) of determining competency listed. The following are assigned to RNSG 1247:

Maximize Resource Allocations:

#1. Allocate Time

Obtains data regarding goal-related activities, regarding the development and use of staffing requirements related to the patient's level of illness and the nurse's level of competence related to patient outcomes.

- a. Case assignments; projects

#2. Allocates Human Resources:

Accurately assess level of skill of a variety of professional and non-professional health care workers assigned to care for patients needing nursing care management. Applies State Board of Nursing criteria to identify appropriate tasks for professional and non-professional health care workers in patient care related activities.

- Case assignments; projects

Employ Interpersonal Skills:

#3. Exercises Leadership

Analyze and identify the relationship between the health care clinician, nurse manager, established standards of care for patients, delegation criteria, health care organizations, and legal/ethical implications related to clinical decisions in a variety of health care settings.

- a. Class/group exercise(s) b. Unit exams and final examination c. Class/group assignments

#4. Negotiate Conflict Resolution

Determines which of the five optional approaches to conflict is the most appropriate approach in hypothetical and real patient care clinical situations that require clinical-decision making by a professional nurse. .

- a. Unit exams and final examination b. Class/group projects c. Graded written assignments

#5. Respect Cultural Diversity

Compare and contrast values and beliefs about illness that affect management of nursing care interventions involving patients from specific cultures.

- a. Class exercise b. individual /group project b. Unit exams and final examination c. Case studies

Use System Concepts:

#6. Applies System Knowledge

Evaluates three types of computerized information technologies used in the application of nursing clinical/ethical/professional situations related to clinical decision concepts, and selects the most appropriate system or systems for the assigned task.

- a. Unit and final examination
- b. Class discussion and projects

#7. Improves Systems

Identify the changes that have taken place in healthcare organizations in the past five years related to professional nursing, standards of care, and evidence based nursing.

- a. Unit and final examination
- b. Class assignments and projects
- c. Case studies

#8. Use Writing Proficiency

Use correct grammar, sentence construction, and spelling in preparing written work.

Written papers

XVII LEARNING OUTCOMES AND COURSE CONTENT

Module I Leadership

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 the major forces dominating the health care system today.
- 1.3 Evaluate the situational-behavioral framework of leadership
- 1.4 Analyze the process model of leadership
- 1.5 Identify major leadership theories
- 1.6 Identify traits most associated with leadership
- 1.7 Identify Key concepts
- 1.8 Determine personal leadership characteristics
- 1.9 Describe the communication process and discuss barriers to effective communication
- 1.10 Analyze effective communication processes
- 1.11 Identify the components of team building

Learning Activities:

1. Classroom lecture, discussion
2. Student participation
3. Media Links; Case Studies

Method of Evaluation:

1. Unit exams, final exams;

References:

1. Motacki, Chapters 1, 2
2. Grohar, Chapters 1-3

Module II: Management

Learning Outcomes

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

- 2.1 Define and list the elements of the decision making process
- 2.2 Analyze the relationship between leadership and decision making
- 2.3 List conflict management strategies
- 2.4 Differentiate conflict management from decision making
- 2.5 Distinguish among different types of power as observed in a health care setting
- 2.6 Discuss key concepts
- 2.7 Describe the differences between General systems theory and classical theory
- 2.8 Explain the traditional management functions
- 2.9 Explain the difference between nursing management and industrial management
- 2.10 Identify key characteristics of effective nurse managers
- 2.11. Discuss different systems of nursing care delivery
- 2.12 Discuss the relationship between clinical practice guidelines and outcome standards
- 2.13 Discuss/list the conditions that must be met to claim injury due to negligence

Learning Activities:

1. Classroom lecture and discussion
2. Student participation and projects
3. Media Links, Case studies,

Method of Evaluation:

1. Unit and final exams class discussion,
2. Group assignments, and presentations, individual and class discussion/participation.

Reference:

1. Motacki, Chapter, 9
2. Grohar, Chapter 4, 6-9

Module III: Ethics

Learning Outcomes

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

- 3.1 Identify key concepts
- 3.2 Understand the basic concepts and principles related to ethics in nursing and health care
- 3.3 Become familiar with the Code of Ethics for Nurses
- 3.4 Understand the role of institutional ethics committees
- 3.5 Understand common ethical issues facing nurses in their various professional relationships
- 3.6 Identify how nurses relate with other health care professionals as well as with patients

Learning Activities:

1. Classroom lecture, discussion,
2. Student and Group Participation/Presentation
3. Media Links, case studies, research articles
4. TBON

Method of Evaluation:

1. Unit and final examinations; class and group presentations; case studies, individual

Reference:

1. Motacki, Chapters 8
2. Grohar, Chapter 5

Module IV: Motivation and Improving Performance

Learning Outcomes

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

- 4.1 Define key terms and concepts
- 4.2 Discuss the differences between intrinsic and extrinsic motivation
- 4.3 Apply four elements of positive motivation in the clinical setting
- 4.4 Give examples of dissatisfiers and satisfiers
- 4.5 Explain how the behaviors of the health care team may be enhanced by managers who are facilitators versus managers who are order givers
- 4.6 Analyze obstacles to performance improvement
- 4.7 Describe the performance appraisal system
- 4.8 Identify the criteria used to evaluate staff
- 4.9 List the elements of the performance appraisal system

Learning Activities:

1. Classroom lecture and discussion

2. Student and Group participation and presentation
3. Media Links, case studies, research articles
4. Book Review: Bed Number 10

Method of Evaluation:

1. Unit and final examination, case studies, individual and group presentations and projects.

Reference:

1. Motacki, Chapter 4, 16, 20
2. Grohar, Chapter 10, 11

Module V: Legal Issues

Learning Outcomes

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

- 5.1 List the most common workplace laws with relevance for nurses
- 5.2 Analyze the elements of collective bargaining
- 5.3 Explain the process of litigation
- 5.4 Distinguish among the various forms of discrimination
- 5.5 Identify key concepts and terms

Learning Activities:

1. Classroom lecture and discussion
2. Individual Student and Group Participation and Presentations
3. Media Links, Case Studies, Research Articles

Method of Evaluation:

1. Unit and final examinations; case studies, individual and group participation and presentations.

Reference:

1. Motacki, Chapters 3, 6, 17, 18
2. Grohar, Chapters 12

Module VI: Managing Change

Learning Outcomes

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

- 6.1 Explain the theoretical perspective of change

- 6.2 List the internal and external basis of change in nursing
- 6.3 Explain the steps in the change process
- 6.4 Define key concepts and terms
- 6.5 Define the stages in implementing change
- 6.6 Describe the skills of the change agent
- 6.7 Identify strategies to improve responses to change

Learning Activities:

1. Classroom lecture, discussion, case studies
2. Individual student and Group participation and presentations
3. Media Links, Case Studies, Research articles

Method of Evaluation:

Unit examinations and final examination, individual and group participation and presentations.

Reference:

1. Grohar , Chapter 13
2. Motacki, Chapter 13, 21

Module VII: Managing Resources

Learning Outcomes

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

- 7.1 Explain the staffing process
- 7.2 Examine staffing methodologies
- 7.3 Describe management's role in the staffing program
- 7.4 Examine basic principles of time management
- 7.5 Identify barriers to time management
- 7.6 Explore time management strategies
- 7.7 Identify key concepts and terms

Learning Activities:

1. Classroom lecture, discussion, group presentations
2. Individual student and group assignments and presentation/ participation
3. Media Links, Case studies, Research Articles

Method of Evaluation:

1. Unit and final examination, group class participation and presentations.

Reference:

1. Motacki, Chapter 8, 10, 14, 15, 19
2. Grohar, Chapter 14-16
3. TBON

Module VIII: Informatics and Special Topics

Learning Outcomes

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

- 8.1 Define informatics and key terms and concepts
- 8.2 Identify the functions of informatics for nursing practice
- 8.3 Identify the functions of informatics for nursing practice
- 8.4 Explore future applications of informatics
- 8.5 Explore ethical issues inherent in the use of informatics
- 8.6 Discuss current issues related to patient care delivery

Learning Activities:

1. Classroom lecture, discussion
2. Individual student and group participation/presentation
3. Media Links, Case Studies, Research Articles

Method of Evaluation:

1. Multiple choice items on Final examination, Pop Quizzes, individual and group participation and presentations

Reference:

1. Grohar, Chapter 17
2. Motacki, chapter 11
3. Evidence Based Nursing Articles
4. TBON
5. Nurse Practice Act
6. IOM report

Testing Schedule (See Calendar for more detail)

- Unit Test 1 Modules 1 and 2
Unit Test 2 Modules 3, 4, and 5
Unit Test 3 Modules 6-8