CISCO COLLEGE
Abilene Educational Center
SYLLABUS
for
Fall 2014
VNSG – 2260 Clinical for Medical Surgical Nursing II
(2 hours credit)

LEAD INSTRUCTOR: Ana Fuentes, RN, MSN

OFFICE: 230

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E-mail: ana.fuentes@cisco.edu

OFFICE HOURS: Variable, by appointment (posted outside of office)

COURSE DESCRIPTION:

A method of instruction providing detailed education, training and work-based experience, and direct patient care, in a variety of medical-surgical clinical areas. Specific detailed learning objectives are developed for each course by the faculty. On-site clinical instruction, supervision, evaluation and placement are the responsibility of the college faculty. Clinical experiences are unpaid external learning experiences.

TIME ALLOTMENT: Second Semester
Clinical Hours: 12
Contact Hours: 96

PURPOSE AND LEARNING OUTCOMES OF THE COURSE:

As outlined in the learning plan, the student will 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 practice of nursing; demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, communicating in the applicable language of the occupation. This knowledge is based on the Differentiated Essential Competencies of Graduates of Texas Nursing Programs, formulated by the Advisory Committee on Education, and to the SCANS competencies to enable the graduate of the program to enter the workforce with the necessary skills. The Differentiated Essential Competencies and SCANS Competencies are identified.
The purpose and outcomes of the course are congruent with the mission statement of Cisco College.

**COURSE OBJECTIVES:**

Upon completion of the course the learner will:

1. Contrast normal body functioning with actual or potential alterations in health with more complex problems.

2. Formulate a plan of care utilizing the nursing process for the more complex Medical-Surgical conditions and the various emotional problems.

3. Apply basic concepts of mental health, pharmacology, and nutrition to each disease entity.

4. Implement more advanced concepts of anatomy, physiology, microbiology, and nursing skills in the plan of care and in the care of the patient.

5. Effectively use the concepts of medical terminology in communicating within the health care system.

**PREREQUISITES:** VNSG – 1429 AND VNSG 1260

**CO-REQUISITES:** VNSG - 1432

**COURSE STRUCTURE:**

The course will meet at the following times: Tuesday – Hospital Clinical Preparation - 1300 – 1700, Wednesday – Hospital Clinical Experience, 0630 - 1500, Thursday (see schedule) – SIM Lab, 0800-1200 each week for clinical preparation. Clinical and SIM Lab schedule is subjective to change as needed.
EXIT COMPETENCIES:

At the end of this course the student will have these skills:

* Differentiate between normal and abnormal physiology with actual or potential alterations in health in varied health care settings.

* Develop a plan of care utilizing the nursing process for clients requiring more complex care in the Medical-Surgical setting.

* Incorporate knowledge of advanced concepts in mental health, pharmacology and nutrition in the Medical-Surgical setting.

* Communicate with in a multi-disciplinary care setting, the client’s plan of care, effectively using medical terminology and therapeutic communication.

* Effectively enhances the care for multiple clients with more complex Medical-Surgical conditions, utilizing the nursing process and team approach and technology.

REQUIRED TEXTBOOKS AND MATERIALS:


RECOMMENDED OPTIONAL MATERIALS AND LIBRARY RESOURCES:


    In addition, there are several appropriate videos and computer-assisted instruction programs available, which will be listed with appropriate units.
Students are encouraged to explore any additional resources, including the Internet and CAI’s in room 157.

**COURSE REQUIREMENTS:**

1. Participation in all clinical hours.

2. Satisfactory completion of clinical hours.

3. Required to take weekly math test. Minimum score of 90% must be achieved. The Student will not be able to administer medications unless they achieve a passing score (90%). If student is unsuccessful at passing math tests and unable to administer medications, the student will be unable to successfully complete to the clinical rotation. Two (2) failed math tests is equivalent to a clinical absence. After two (2) clinical absences, the student will be terminated from the program. Math test will be incorporated into didactic portion of grade for student to be eligible to participate in Comprehensive exam. The math tests will be equivalent to 20% for comprehensive exams and will be equivalent to 10% of final grade.

4. TECHNOLOGY: This course requires the use of Microsoft Office Software, a printer and the internet.

**EVALUATION METHODS INCLUDING GRADING:**

The final grade for the course is based upon the student’s individual clinical performance. Each student will be evaluated (using the evaluation tool) 8 weeks into the clinical period and again at the end of the clinical rotation. **A rating of Satisfactory must be obtained on the final clinical evaluation for the student to receive at least a “C” in the course.**

**ATTENDANCE POLICY:**

1. A clinical absence is defined as missing two or more hours of any planned clinical experience. This applies to Monday afternoons and Tuesday clinical assignments.

2. Three tardies equals one absence. Tardy is defined as being more than 15 minutes late for any clinical times.

3. A no-call-no-show will be will be cause for dismissal from the program.

4. Students are not allowed to miss clinical. Clinical absences must be made up on a space availability basis in the clinical area as per the student handbook.
SEMESTER SCHEDULE:
The clinical schedule is given prior to the start of the hospital rotation

Academic Integrity:

It is the intent of Cisco College to foster a spirit of complete honesty and a high standard of integrity. The attempt of students to present as their own any work they have not honestly performed is regarded by the faculty and administration as a serious offense and renders the offender liable to serious consequences, possibly suspension.

Student Conduct:

Students are expected to take responsibility in helping to maintain a classroom environment that is conducive to learning. In order to assure that all students have the opportunity to gain from the time spent in class, students are prohibited from using cell phones or beepers, making offensive remarks, reading material not related to class, sleeping, or engaging in any other form of distraction. Inappropriate behavior in the classroom shall result, at a minimum, in a request to leave class. A more detailed list of inappropriate behaviors is found in the current student handbook. Students should silence all communication devices, which include but are not limited to phones, pagers, recorders, palm devices, and laptops. No communications devices should be visible on desks during class unless otherwise directed by the instructor as part of a class activity or approved by the instructor for note-taking. An exception to this policy may occur due to college-wide emergency notification. If a pressing situation requires communication during class, notify the instructor before class begins, sit near the door and quietly exit the classroom before answering any communication. In testing situations, use of any communication, electronic, or data storage device for a reason other than college emergencies or a use specified by the instructor, may lead to a charge of academic dishonesty.

Changes to the Syllabus:

The schedule and procedures in this syllabus are subject to change if deemed appropriate by the instructor.

Students with Special Needs:

Students who qualify for specific accommodations under the Americans with Disabilities Act (ADA) should notify the instructor the first week of class. It is the student’s responsibility to provide the necessary documentation to the Special Populations Coordinator.
SCANS COMPETENCIES:

The individual SCANS Foundation Skills and Competencies have been identified. Attached is a sheet defining the SCANS OBJECTIVES associated with specific work skills each student demonstrates in order to be successful in the workforce.

DIFFERENTIATED ESSENTIAL COMPETENCIES:

The Differentiated Essential Competencies are fully integrated throughout the curriculum for the VN student. The competencies relate to the entry level skills each student will acquire as they relate to the working world and those competencies are required by the Texas Board of Nurse Examiners. (See Differentiated Essential Competencies)
## SCANS Competencies Identified in VNSG 2260

Description of all SCANS Competencies Attached

<table>
<thead>
<tr>
<th>Resources</th>
<th>Interpersonal</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1 Manages time</strong> by following course schedule.</td>
<td><strong>2.1 Participates as a Member of a Team:</strong> Completes in class group activities cooperatively with others.</td>
<td><strong>3.1 Acquires and evaluates information</strong> in class and through reading assignments. <strong>3.3 Uses Computers to Process Information</strong> by organizing and communicating course assignments to instructor.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Basic Skills</th>
<th>Thinking Skills</th>
<th>Personal Qualities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6.1 Reading:</strong> Carefully assimilates materials including all reading assignments and prioritizes and interprets information. <strong>6.2 Writing:</strong> Communicates thoughts, ideas and messages through the completion of written assignments.</td>
<td><strong>7.1 Creative Thinking:</strong> Connects theory with practice and formulates new personal goals. <strong>7.2 Decision Making:</strong> Considers risks in communication channels and determines most appropriate alternatives. <strong>7.3 Problem Solving:</strong> Through case studies; identifies problems that exist, reasons for discrepancies, and implements plan of action for resolution of the problem.</td>
<td><strong>8.2 Self Esteem:</strong> Leaves course with confidence in the ability to communicate with coworkers.</td>
</tr>
</tbody>
</table>
SCANS COMPETENCIES

SCANS COMPETENCIES WITH DEFINITIONS

1.0 RESOURCES

- 1.1 Manages Time: Selects relevant, goal-related activities, ranks them in order of importance, allocates time to activities, and understands, prepares, and follows schedules.
- 1.2 Manages Money: Uses or prepares budgets, including making cost and revenue forecasts, keeps detailed records to track budget performance, and makes appropriate adjustments.
- 1.3 Manages Materials and Facility Resources: Acquires, stores, and distributes materials, supplies, parts, equipment, space, or final products in order to make the best use of them.
- 1.4 Manages Human Resources: Assesses knowledge and skills and distributes work accordingly, evaluates performance, and provides feedback.

2.0 INTERPERSONAL

- 2.1 Participates as a Member of a Team: Works cooperatively with others and contributes to group with ideas, suggestions, and effort.
- 2.2 Teaches Others: Helps others to learn.
- 2.3 Serves Clients/Customers: Works and communicates with clients and customers to satisfy their expectations.
- 2.4 Exercises Leadership: Communicates thoughts, feelings, and ideas to justify a position, encourages, persuades, convinces, or otherwise motivates an individual or groups; including responsibility challenging existing procedures, policies, or authority.
- 2.5 Negotiates: Works toward an agreement that may involve exchanging specific resources or resolving divergent interests.
- 2.6 Works with Cultural Diversity: Works well with men and women and with a variety of ethnic, social, or educational backgrounds.

3.0 INFORMATION

- 3.1 Acquires and Evaluates Information: Identifies need for data, obtains it from existing sources or creates it and evaluates its relevance and accuracy.
- 3.2 Organizes and Maintains Information: Organizes, processes, and maintains written or computerized reports an other forms of information in a systematic fashion.
• 3.3 Uses Computers to Process Information: Employs computers to acquire, organize, analyze, and communicate information.

4.0 SYSTEMS
• 4.1 Understands Systems: Knows how social, organizational, and technological systems work and operates effectively within them.
• 4.2 Monitors and Corrects Performance: Distinguishes trends, predicts impact of actions on system operations, diagnoses deviations in the function of a system/organization, and takes necessary action to correct performance.
• 4.3 Improves and Designs Systems: Makes suggestions to modify existing systems to improve products or services, and develops new or alternative systems.

5.0 TECHNOLOGY
• 5.1 Selects Technology: Judges which set of procedures, tools, or machines, including computers and their programs will produce the desired results.
• 5.2 Applies Technology to Task: Understands the overall intent and the proper procedures for setting up and operating machines, including computers and their programming systems.
• 5.3 Maintains and Troubleshoots Technology: Prevents, identifies, or solves problems in machines, computers and other technologies.

SCANS FOUNDATION SKILLS

6.0 BASIC SKILLS
• 6.1 Reading: Locates, understands, and interprets written information in prose and documents – including manuals, graphs, and schedules to perform tasks. Learns from text by determining the main idea or essential message; identifies relevant details, facts, and specifications: infers or locates the meaning of unknown or technical vocabulary, and judges the accuracy, appropriateness, style, and plausibility of reports, proposals, or theories of other writers.
• 6.2 Writing: Communicates thoughts, ideas, information, and messages in writing; records information completely and accurately; composes and creates documents such as letters, directions, manuals, reports, proposals, graphs, flow charts; uses language, style, organization, and format appropriate to the subject-matter, purpose, and audience. Includes supporting documentation and attends to level of detail; checks, edits, and revises for correct information, appropriate emphasis, form, grammar, spelling, and punctuation.
• 6.3 Arithmetic: Performs basic computations; uses basic numerical concepts such as whole numbers and percentages in practical situations; makes reasonable estimates of arithmetic results without a calculator, and
uses tables, graphs, diagrams, and charts to obtain or convey quantitative information.

- **6.4 Mathematics**: Approaches practical problems by choosing appropriately from a variety of mathematical techniques; uses quantitative data to construct logical explanations for real world situations; expresses mathematical ideas and concepts orally and in writing; and understands the role of chance in the occurrence and prediction of events.

- **6.5 Listening**: Receives, attends to, interprets, and responds to verbal messages and other cues such as body language in ways that are appropriate to the purpose; for example, to comprehend; to learn, to critically evaluate; to appreciate, or to support the speaker.

- **6.6 Speaking**: Organizes ideas and communicates oral messages appropriate to listeners and situations; participates in conversation, discussion and group presentations; selects an appropriate medium for conveying a message; uses verbal language and other cues such as body language appropriate in style, tone, and level of complexity to the audience and the occasion; speaks clearly and communicates a message; understands and responds to listener feedback; and asks questions when needed.

**7.0 THINKING SKILLS**

- **Creative Thinking**: Uses imagination freely, combines ideas or information in new ways, makes connections between seemingly unrelated ideas, and reshapes goals in ways that reveal new possibilities.

- **7.2 Decision Making**: Specifies goals and constraints, generates alternatives, considers risks and evaluates and chooses best alternatives.

- **7.3 Problem Solving**: Recognizes that a problem exists (i.e., there is a discrepancy between what is and what should or could be), identifies possible reasons for the discrepancy, and devises and implements a plan of action to resolve it. Evaluates and monitors progress, and revises plan as indicated by findings.

- **7.4 Mental Visualization**: Organizes and processes symbols, pictures, graphs, objects, or other information; for example, sees a building from a blueprint, a system’s operation from schematics, the flow of work activities from narrative descriptions, or the taste of food from reading a recipe.

- **7.5 Knowing How To Learn**: Recognizes and can use learning techniques to apply and adapt new knowledge and skills in both familiar and changing situations. Involves being aware of learning tools such as personal learning styles (visual, aural, etc.), formal learning strategies (note taking or clustering items that share some characteristics), and informal learning strategies (awareness of unidentified false assumptions that may lead to faulty conclusions).

- **7.6 Reasoning**: Discovers a rule or principle underlying the relationship between two or more objects and applies it in solving a problem. For example, uses logic to draw conclusions from available information, extracts rules or principles from a set of objects or written text; applies
rules and principles to a new situation, or determines which conclusions are correct when given a set of facts and a set of conclusions.

8.0 PERSONAL QUALITIES

- **8.1 Responsibility**: Exerts a high level of effort and perseverance towards goal attainment. Works hard to become excellent at doing tasks by setting high standards. Works hard to become excellent at doing tasks by setting high standards, paying attention to details, working well and displaying a high level of concentration even when assigned an unpleasant task. Displays high standards of attendance, punctuality, enthusiasm, vitality, and optimism in approaching and completing tasks.

- **8.2 Self-Esteem**: Believes in own self-worth and maintains a positive view of self; demonstrates knowledge of own skills and abilities; is aware of impact on others; and knows own emotional capacity and needs and how to address them.

- **8.3 Sociability**: Demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and ongoing group settings. Asserts self in familiar and unfamiliar social situations; relates well to others; responds appropriately as the situation requires; and takes an interest in what others say and do.

- **8.4 Self-Management**: Assesses own knowledge, skills, and abilities accurately; sets well-defined and realistic personal goals, monitors progress goal attainment and motivates self through goal achievement; exhibits self-control and responds to feedback unemotionally and non-defensively, is a “self-starter.”

- **8.5 Integrity/Honesty**: Can be trusted. Recognizes when faced with making a decision or exhibiting behavior that may break with commonly held personal or societal values; understands the impact of violating these beliefs and codes on an organization, self, and others; and chooses an ethical course of action.
## Career and Technical Education Competency Fulfillment SCANS

<table>
<thead>
<tr>
<th>Outcome #</th>
<th>Institutional Goals</th>
<th>Competency Outcome</th>
<th>SCANS Competency</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Communication</td>
<td>Comprehend various types of written and spoken information.</td>
<td>Section 2.5 Negotiate to arrive at a decision; Section 6.3 Learn and teach appropriately</td>
<td>Compose and create documents such as letters, directions, manuals, reports, graphs and flow charts; use language, style, organization, and format appropriate to the subject, purpose, and audience.</td>
</tr>
<tr>
<td>3</td>
<td>Communication</td>
<td>Create oral and written works that utilize research, organization, and project editing.</td>
<td>Section 2.2 Teach others; Sections 2.3 Serve clients/customers; Section 4.1 Organize and maintain information</td>
<td>Select information to be communicated; identify best methods for research, organizations, and delivery; communicate results to others in desired format.</td>
</tr>
<tr>
<td>1</td>
<td>Communication</td>
<td>Evaluate the oral and written communication of others.</td>
<td>Section 2.1 Participate as a member of a team</td>
<td>Contribute to group with ideas, suggestions, and efforts.</td>
</tr>
<tr>
<td>2</td>
<td>Critical Thinking</td>
<td>Embrace methods for applying both qualitative and quantitative skills for analytical purposes.</td>
<td>Section 3.2 Organize and maintain information; Section 6.5 Perform arithmetic computations, and concepts with appropriate technology and/or paper and pencil to solve simple word problems.</td>
<td>Organize and process symbols, pictures, graphs, objects or other information to visualize acutal representation; evaluate qualitative and quantitative data for implementation.</td>
</tr>
<tr>
<td>2</td>
<td>Critical Thinking</td>
<td>Use problem solving strategies to address an identified task.</td>
<td>Section 3.4 Acquire and evaluate information; Section 4.1 Apply appropriate techniques to function within social, organizational, and technological systems to attain goals effectively and efficiently</td>
<td>Recognize a problem exists; identify possible reasons for the problem, devise and implement a plan of action to resolve the problem, maintain the progress, revise plans, select and apply problem solving methods.</td>
</tr>
<tr>
<td>2</td>
<td>Critical Thinking</td>
<td>Evaluate arguments and construct alternative strategies.</td>
<td>Section 3.5 Apply problem solving skills appropriate to situation</td>
<td>Discuss a rule or principle underlying the relationship between two or more objects; extract rules or principles from set objects or a written text.</td>
</tr>
<tr>
<td>3</td>
<td>Computer Literacy</td>
<td>Use computers to create, modify, remove, store, and output files.</td>
<td>Section 5.1 Select appropriate technology</td>
<td>Communicate information using email, list serves, word processor, or other computer based communication functions.</td>
</tr>
<tr>
<td>3</td>
<td>Computer Literacy</td>
<td>Use the Internet to send or receive information.</td>
<td>Section 5.2 Apply technology to task</td>
<td>Determine the desired results or outcomes and applicable elements of technology; visualize the necessary methods and applicable technology.</td>
</tr>
<tr>
<td>4</td>
<td>Cultural Awareness</td>
<td>Interpret other cultures based on a broader world view.</td>
<td>Section 2.6 Work with cultural diversity</td>
<td>Work with men and women, and a variety of ethnic, social, and educational backgrounds; compare one’s own culture and that of others; respect the rights of others while helping them make cultural adaptations when necessary.</td>
</tr>
<tr>
<td>4</td>
<td>Cultural Awareness</td>
<td>Display an openness to different viewpoints.</td>
<td>Section 2.6 Work with cultural diversity</td>
<td>Base impression upon individual performance, not stereotypes.</td>
</tr>
<tr>
<td>4</td>
<td>Cultural Awareness</td>
<td>Develop an appreciation for diversity and intercultural relationships.</td>
<td>Section 2.6 Work with cultural diversity</td>
<td>Understand concerns of members of other ethnic and gender groups.</td>
</tr>
<tr>
<td>5</td>
<td>Educational Self-Reliance</td>
<td>Utilize student services available at college setting</td>
<td>Section 4.3 Improve and design systems</td>
<td>Contribute to group with ideas, suggestions, and efforts.</td>
</tr>
<tr>
<td>5</td>
<td>Educational Self-Reliance</td>
<td>Promote his or her educational success</td>
<td>Section 4.2 Monitor and correct performance of a system</td>
<td>Select information to be communicated; identify best methods for research, organizations, and delivery; communicate results to others in desired format.</td>
</tr>
<tr>
<td>5</td>
<td>Educational Self-Reliance</td>
<td>Enhance his or her quality of life</td>
<td>Section 4.1 Organize and maintain information; Section 6.5 Perform arithmetic computations, and concepts with appropriate technology and/or paper and pencil to solve simple word problems.</td>
<td>Organize and process symbols, pictures, graphs, objects or other information to visualize acutal representation; evaluate qualitative and quantitative data for implementation.</td>
</tr>
<tr>
<td>5</td>
<td>Educational Self-Reliance</td>
<td>Develop the capacity for life-long learning</td>
<td>Section 4.3 Improve and design systems</td>
<td>Contribute to group with ideas, suggestions, and efforts.</td>
</tr>
</tbody>
</table>

**Reviewed/Revised 08/2013**
DIFFERENTIATED ESSENTIAL COMPETENCIES AS SUPPORTED
In
VNSG 2260- Clinical for Medical Surgical Nursing II

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 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.

Clinical Judgments and Behaviors

1. Function within a directed scope of practice of the vocational nurse with appropriate supervision.
2. Assist in determination of predictable health care needs of patients to provide individualized, goal-directed nursing care.
3. a. Practice according to facility policies and procedures and provide input in the development of facility policies and procedures.
   b. Question orders, policies, and procedures that may not be in the patient’s best interest.

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

Clinical Judgments and Behaviors

1. Pass the Nursing Jurisprudence Examination before licensure.

2. a. Provide nursing care within the parameters of vocational nursing knowledge, scope of practice, education, experience, and ethical/legal standards of care.
   b. Participate in evaluation of care administered by the interdisciplinary health care team.

3. a. Practice nursing in a caring, nonjudgmental, nondiscriminatory manner.
   b. Provide culturally sensitive health care to patients and their families.
   c. Provide holistic care that addresses the needs of diverse individuals across the lifespan.

5. a. Assume accountability for individual nursing practice.
   b. Follow established evidence-based clinical practice guidelines.

6. a. Follow established policies and procedures.
    b. Question orders, policies, and procedures that may not be in the patient’s best interest.
    c. Use nursing judgment to anticipate and prevent patient harm, including invoking Safe Harbor.

7. Use communication techniques to maintain professional boundaries in the nurse/patient relationship.

8. Comply with professional appearance requirements according to organizational standards and policies.

9. Implement principles of quality improvement in collaboration with the health care team.

C. Contribute to activities that promote the development and practice of Vocational nursing.

Clinical Judgments and Behaviors

1. Identify historical evolution of nursing practice and issues affecting the development and practice of vocational nursing.

2. Work collegially with members of the interdisciplinary health care team.

3. Participate in activities individually or in groups through organizations that promote a positive image of the vocational nursing role.

4. Recognize roles of vocational nursing organizations, regulatory agencies, and organizational committees.

5. Practice within the vocational nursing role and Scope of Practice.

6. Serve as a positive role model for students, peers, and members of the interdisciplinary health care team.

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

1. Participate in educational activities to maintain/improve competency, knowledge, and skills.

2. Participate in nursing continuing competency activities to maintain licensure.

3. Use self evaluation, reflection, peer evaluation, and feedback to modify and improve practice.

4. Demonstrate accountability to reassess and establish new competency when changing practice areas.

5. Demonstrate commitment to the value of lifelong learning.

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.

A. Use clinical reasoning and established evidence-based policies as the basis for decision making in nursing practice.

Clinical Judgments and Behaviors

1. Use problem-solving approach to make decisions regarding care of assigned patients.

2. a. Organize care for assigned patients based upon problem-solving and identified priorities.

   b. Proactively manage priorities in patient care and follow-up on clinical problems that warrant investigation with consideration of anticipated risks.

3. Identify and communicate patient physical and mental health care problems encountered in practice.

4. Apply relevant, current nursing practice journal articles to practice and clinical decisions.
B. Assist in determining the physical and mental health status, needs, and preferences of culturally, ethnically, and socially diverse patients and their families based on interpretation of health-related data.

Clinical Judgments and Behaviors

1. Use structured assessment tool to obtain patient history.

2. Perform focused assessment to assist in identifying health status and monitoring change in patients.


4. Identify predictable and multiple health needs of patients and recognize signs of decompensation.

5. Share observations that assist members of the health care team in meeting patient needs.

6. Assist with health screening.

7. Differentiate abnormal from normal health data of patients.


9. Recognize that economic and family processes affect the health of patients.

C. Report data to assist in the identification of problems and formulation of goals/outcomes and patient-centered plans of care in collaboration with patients, their families, and the interdisciplinary health care team.

Clinical Judgments and Behaviors

1. Integrate concepts from basic sciences and humanities to deliver safe and compassionate care in delivery of patient care.

2. Identify short-term goals and outcomes, select interventions considering cultural aspects, and establish priorities for care in collaboration with patients, their families, and the interdisciplinary team.

3. Participate in the development and modification of the nursing plan of care across the lifespan, including end-of-life care.
4. Contribute to the plan of care by collaborating with interdisciplinary team members.

5. Assist in the discharge planning of selected patients.

6. Demonstrate fiscal accountability in providing patient care.

7. Demonstrate basic knowledge of disease prevention and health promotion in delivery of care to patients and their families.

D. Provide safe, compassionate, basic nursing care to assigned patients with predictable health care needs through a supervised, directed scope of practice.

Clinical Judgments and Behaviors

1. Assume accountability and responsibility for nursing care through a directed scope of practice under the supervision of a registered nurse, advanced practice registered nurse, physician assistant, physician, podiatrist, or dentist using standards of care and professional values.

2. a. Identify priorities and make judgments concerning basic needs of multiple patients with predictable health care needs in order to organize care.
   b. Manage multiple responsibilities.
   c. Recognize changes in patient status.
   d. Communicate changes in patient status to other providers.

3. a. Implement plans of care for multiple patients.
   b. Collaborate with others to ensure that healthcare needs are met.

E. Implement aspects of the plan of care within legal, ethical, and regulatory parameters and in consideration of patient factors.

Clinical Judgments and Behaviors

1. Implement individualized plan of care to assist patient to meet basic physical and psychosocial needs.

2. Implement nursing interventions to promote health, rehabilitation, and implement nursing care for clients with chronic physical and mental health problems and disabilities.

3. Initiate interventions in rapidly-changing and emergency patient situations.

4. Communicate accurately and completely and document responses of patients
to prescription and nonprescription medications, treatments, and procedures
to other health care professionals clearly and in a timely manner.

5. Foster coping mechanisms of patients and their families during alterations in
health status and end of life.

6. a. Assist interdisciplinary health care team members with examinations and
procedures.
b. Seek clarification as needed.
c. Provide accurate and pertinent communication when transferring patient
care to another provider.

b. Encourage active engagement of patients and their families in care.

8. Communicate ethical and legal concerns through established channels of
communication.

9. Use basic therapeutic communication skills when interacting with patients,
their families, and other professionals.

10. Apply current technology and informatics to enhance direct patient care while
maintaining patient confidentiality and promoting safety.

11. Facilitate maintenance of patient confidentiality.

12. a. Demonstrate accountability by providing nursing interventions safely and
effectively using a directed scope of practice.
b. Provide nursing interventions safely and effectively using established
evidence-based practice guidelines.

13. Provide direct patient care in disease prevention and health promotion and/or
restoration.

F. Identify and report alterations in patient responses to therapeutic
interventions in comparison to expected outcomes.

Clinical Judgments and Behaviors

1. Report changes in assessment data.

2. Use standard references to compare expected and achieved outcomes of
nursing care.

3. Communicate reasons for deviations from plan of care to supervisory health
care team member.
4. Assist in modifying plan of care.


6. Assist in evaluating patient care delivery based on expected outcomes in plan of care and participate in revision of plan of care.

G. Implement teaching plans for patients and their families with common health problems and well-defined health learning needs.

Clinical Judgments and Behaviors

1. Identify health-related learning needs of patients and their families.

2. Contribute to the development of an individualized teaching plan.

3. Implement aspects of an established teaching plan for patients and their families.

4. Assist in evaluation of learning outcomes using structured evaluation tools.

5. Teach health promotion and maintenance and self care to individuals from a designated teaching plan.

6. Provide the patient with the information needed to make choices regarding health.

7. Provide patients and families with basic sources of health information.

H. Assist in the coordination of human, information, and materiel resources in providing care for assigned patients and their families.

Clinical Judgments and Behaviors

1. Participate in implementing changes that lead to improvement in the work setting.


3. Implement established cost containment measures in direct patient care.

4. Assign patient care activities taking patient safety into consideration according to Texas Board of Nursing rules (217.11).

6. Assist with maintenance of standards of care.
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 Board of Nursing Rules that emphasize safety, as well as all federal, state, and local government and accreditation organization safety requirements and standards.

Clinical Judgments and Behaviors
2. Practice according to the Texas Nursing Practice Act and Texas Board of Nursing Rules.
3. Seek assistance if practice requires behaviors or judgments outside of individual knowledge and expertise.
4. Use standards of nursing practice to provide and evaluate patient care.
5. Recognize and report unsafe practices and contribute to quality improvement processes.

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

Clinical Judgments and Behaviors
1. Promote a safe, effective care environment conducive to the optimal health and dignity of the patients and their families.

2. Accurately identify patients.

3. a. Safely perform preventive and therapeutic procedures and nursing measures including safe patient handling.

4. Clarify any order or treatment regimen believed to be inaccurate, non-efficacious, contraindicated, or otherwise harmful to the patient.

5. Document and report reactions and untoward effects to medications, treatments, and procedures and clearly and accurately communicate the same to other health care professionals.

6. Report environmental and systems incidents and issues that affect safety.
7. Implement measures to prevent risk of patient harm resulting from errors and preventable occurrences.

8. Inform patients regarding their plans of care and encourage participation to ensure consistency and accuracy in their care.

C. Assist in the formulation of goals and outcomes to reduce patient risks.

Clinical Judgments and Behaviors

1. Assist in the formulation of goals and outcomes to reduce patient risk of health care associated infections.

2. a. Implement measures to prevent exposure to infectious pathogens and communicable conditions.
   b. Anticipate risk for the patient.

3. Implement established policies related to disease prevention and control.

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

Clinical Judgments and Behaviors

1. Evaluate individual scope of practice and competency related to assigned task.

2. Seek orientation/ training for competency when encountering unfamiliar patient care situations.

3. Seek orientation/ training for competency when encountering new equipment and technology.

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

Clinical Judgments and Behaviors

1. Report unsafe practices of healthcare providers using appropriate channels of communication.

2. Understand Safe Harbor rules and implement when appropriate.

3. Report safety incidents and issues through the appropriate channels.

4. Implement established safety and risk management measures.
F. Accept and make assignments that take into consideration patient safety and organizational policy.

**Clinical Judgments and Behaviors**

1. Accept only those assignments that fall within individual scope of practice based on experience and educational preparation.

2. When making assignments, ensure clear communication regarding other caregivers’ levels of knowledge, skills, and abilities.

3. When assigning nursing care, retain accountability and supervise personnel based on Texas Board of Nursing rules according to the setting to ensure patient safety.

**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.

A. Communicate and collaborate with patients, their families, and the interdisciplinary health care team to assist in the planning, delivery, and coordination of patient-centered care to assigned patients.

**Clinical Judgments and Behaviors**

1. Involve patients and their families with other interdisciplinary health care team members in patient care across the lifespan.

2. Cooperate and communicate to assist in planning and delivering interdisciplinary health care.

3. Participate in evidence-based practice in development of patient care policy with the interdisciplinary team to promote care of patients and their families.

B. Participate as an advocate in activities that focus on improving the health care of patients and their families.

**Clinical Judgments and Behaviors**

1. Respect the privacy and dignity of the patient.

2. Identify unmet health needs of patients.
3. Act as an advocate for patient’s basic needs, including following established procedures for reporting and solving institutional care problems and chain of command.

4. Participate in quality improvement activities.

5. Refer patients and their families to community resources.

C. Participate in the identification of patient needs for referral to resources that facilitate continuity of care, and ensure confidentiality.

**Clinical Judgments and Behaviors**

1. a. Identify support systems of patients and their families.
   b. Identify major community resources that can assist in meeting needs.

2. a. Communicate patient needs to the family and members of the health care team.
   b. Maintain confidentiality according to HIPAA guidelines.
   c. Promote system-wide verbal, written, and electronic confidentiality.

3. a. Advocate with other members of the interdisciplinary health care team on behalf of patients and families to procure resources for care.
   b. Assist patient to communicate needs to their support systems and to other health care professionals.

4. Identify treatment modalities and cost of health care services for patients and their families.

D. Communicate and collaborate in a timely manner with members of the interdisciplinary health care team to promote and maintain optimal health status of patients and their families.

**Clinical Judgments and Behaviors**

1. a. Communicate changes in patient status and/or negative outcomes in patient responses to care with members of the interdisciplinary health care team.
   b. Follow legal guidelines in communicating changes in patient status, including chain of command and Texas Nursing Practice Act.

2. Identify health care providers and others who can assist in patient care.

3. Contribute to positive professional working relationships.

4. Use evidence-based clinical practice guidelines to guide critical team communications during transitions in care between providers.
5. Recognize and manage conflict through the chain of command.

6. a. Identify and report need for nursing or interdisciplinary team meetings.
   b. Participate in interdisciplinary team meetings.

7. Respond to situational changes in the work environment to facilitate optimum patient care.

E. Communicate patient data using technology to support decision making to improve patient care.

Clinical Judgments and Behaviors

1. a. Identify, collect, process and manage data in the delivery of patient care and in support of nursing practice and education.
   b. Use recognized, credible sources of information, including internet sites.
   c. Access, review, and use electronic data to support decision making.

2. a. Apply knowledge of facility regulations when accessing client records.
   b. Protect confidentiality when using technology.
   c. Intervene to protect patient confidentiality when violations occur.

3. a. Use current technology and informatics to enhance communication, support decision making, and promote improvement of patient care.
   b. Advocate for availability of current technology.

4. Document electronic information accurately, completely, and in a timely manner.

F. Assign nursing care to LVNs or unlicensed personnel based upon an analysis of patient or unit need.

Clinical Judgments and Behaviors

1. Compare needs of patient with knowledge, skills, and abilities of assistive and licensed personnel prior to making assignments.

2. a. Assign and monitor tasks of unlicensed and licensed personnel in compliance with Texas Board of Nursing rules.
   b. Reassess adequacy of care provided.

3. a. Document and/ or report responses to care or untoward effects.
   b. Provide feedback on competency levels of team members.
G. Supervise nursing care provided by others for whom the nurse is responsible.

Clinical Judgments and Behaviors

1. Provide instruction where needed to members of the health care team to promote safe care.

2. Seek direction and clarification from supervisors when questions arise to promote safe care by health care team.

3. a. Oversee and monitor patient care provided by unlicensed assistive personnel and Vocational licensed personnel as assigned.
   b. Base assignments on individual team member competencies.

4. Ensure timely documentation by assigned health team members.