Principles of Clinical Decision Making
January 21-April 1, 2015

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Division: Health Occupations/Nursing  
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Department: Nursing Department  
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Phone: 214-860-8593  
Fax: 214-860-8880

Course Number: RNSG 1331  
Section Number: 63201/63202  
Location: W 18 (lower level)  
Class Meeting Times: Wednesday; 8:00 am – 12:00 pm  
Credit Hours: 3  
Contact Hours: 48

Course Description: Examination of selected principles related to the continued development of the professional nurse as a provider of patient centered care, coordinator of care, patient safety advocate and member of a profession. Emphasis on clinical decision making for clients in medical-surgical settings experiencing health problems involving fluid and electrolytes; perioperative care; pain; respiratory disorders; peripheral vascular disorders; immunologic disorders; and infectious disorders. There will be discussion of knowledge, judgment, skills, and professional values within a legal/ethical framework. Licensing/Certification: Board of Nursing (BON).

Course Prerequisites: Completion of RNSG 1105, RNSG 1462, & RNSG 1309 with a grade of "C".  
Concurrent: RNSG 1561, RNSG 1144,

Course Materials/Supplies Needed:

2015SP-RNSG-1331-63201 1/20/15 – V. Jones


Optional


Textbooks of your choice:

NCLEX RN Examination
Diagnostic and Laboratory Text
Nursing Drug Handbook
Nursing Care Planning Guide

Intellectual Competencies: SCANS

While there are no external workplace (clinical) experiences included in this concepts course, the student has the opportunity to meet all of the SCANS through classroom activities, role play, and interactions with peers, faculty, administration and staff. Successful completion of RNSG 1331 will allow the student to complete the specific program requirements. Upon successful completion of the nursing program, the student will be eligible to take the State Board Exam (NCLEX) for licensure as a Registered Nurse.

Core Curriculum Intellectual Competencies

RNSG 1331 satisfies the following Core Curriculum Intellectual Competencies defined by the Texas Higher Education Coordinating Board:

1. **READING:** The ability to analyze and interpret a variety of printed materials (books, documents, and articles) above 12th grade level.

   Competency in reading will be assessed through the student’s reading and understanding of required and suggested reading, class discussions, critical thinking case studies, and examinations.

2. **WRITING:** The ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience above 12th grade level.

   Competency in writing will be assessed in the required clinical paperwork.

3. **SPEAKING:** The ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience.

   Competency in speaking will be observed in class presentations, discussions, and oral contribution in group activities and interpersonal communication with instructors, peers, staff, and health care providers.
4. LISTENING: The ability to analyze and interpret various forms of spoken communication.

   Competency in listening will be observed in the student’s response to questions and the ability to follow directions.

5. CRITICAL THINKING: The ability to think and analyze at a critical level.

   Competency in critical thinking will be assessed through test questions and by the application of theory in the clinical arena, specifically in the grading of the nursing care plan.

6. COMPUTER LITERACY: The ability to understand our technological society, to use computer-based technology in communication, problem-solving, and information acquisition

   Competency in computer literacy will be assessed by the student’s ability to utilize technology in the hospital and in the classroom.

**Exemplary Educational Objectives**


http://www.thecb.state.tx.us/index.cfm?objectid=7ED36862-993C-10F2-64CA9C9EDF26C4C

| Communication (composition, speech, modern language) | The objective of a communication component is to enable the student to communicate effectively in clear and correct prose in a style appropriate to the subject, occasion, and audience.  
- To understand demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation.  
- To develop the ability to research and write a documented paper and/or to give an oral presentation. |
| --- | --- |
| Mathematics | The objective of the mathematics component is to develop a quantitatively literate college graduate. Every college graduate should be able to apply basic mathematical tools in the solution of real-world problems.  
- To represent and evaluate basic mathematical information verbally, numerically, graphically, and symbolically. |
| Natural sciences | The objective of the study of natural sciences is to enable the student to understand, construct, and evaluate relationships in the natural sciences, and to enable the student to understand the bases for building and testing theories. |
| Humanities and visual performing arts | The objective of humanities and visual and performing arts is to expand students’ knowledge of the human condition and human cultures, especially in relation to behaviors, ideas, and values expressed in works of human imagination and thought. Through study in disciplines such as literature, philosophy, and the visual and performing arts, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts and humanities as fundamental to the health and survival of any society. |
To demonstrate knowledge of the influence of literature, philosophy, and/or the arts on intercultural experiences.

Social and behavioral sciences

The objective of a social behavioral science component is to increase students' knowledge of how social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

• To identify and understand differences and commonalities within diverse cultures.

Course objectives

Member of the Profession
1. Represent themselves and the profession of nursing in a manner which promotes the practice of professional nursing.
2. Function within the nurse’s legal scope of practice.

Provider of Patient Centered-Care
1. Utilize steps of a systematic problem-solving process which includes use of evidence-based practice outcomes.
2. Perform selected nursing skills in the learning laboratory according to approved standards and criteria and analyze simulated data to identify problems, formulate goals/outcomes, and develop plans of care based on evidence-based practice.
3. Examine current literature and implications for evidence-based practice findings to improve care of clients with simple health care needs.

Patient Safety Advocate
1. Discuss the Texas Nursing Practice Act and the Texas Board of Nursing Rules that emphasize safety, as well as federal, state, and local government and accreditation organization safety requirements and standards.
2. Practice principles of patient safety including safe patient handling and safe medication administration in the simulated laboratory.

Member of the Health Care Team
1. Identify community resources that facilitate continuity of care; health promotion, maintenance, and restoration and ensure confidentiality.
2. Differentiate relationships among members of the interdisciplinary health care team in order to be prepared to promote and maintain optimal health care for patients and families.

MVC SLOs, Nursing Program SLO’s, and Course SLO’s
RNSG 1331 Principles of Clinical Decision Making

<table>
<thead>
<tr>
<th>Mountain View College SLOs and Core Values</th>
<th>MVC Nursing Program Outcome</th>
<th>Student Learning Outcomes for this course</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Communication:</strong> Apply oral and written skills using proper grammar and logic to communicate ideas and positions as appropriate to audience and occasion.</td>
<td>Communicate therapeutically and collaboratively with patients, families, peers and other professionals. <em>(Provider of patient-centered care, Member of the profession)</em></td>
<td>Describe and illustrate examples of therapeutic communication and patient teaching as they apply to patients, families with selected problems. <em>(Provider of patient-centered care, member of the profession)</em></td>
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<td><strong>2. Critical thinking:</strong></td>
<td>Utilize critical thinking and</td>
<td>Utilize critical thinking and</td>
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2015SP-RNSG-1331-63201

1/20/15 – V. Jones
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<tr>
<th>Apply logical reasoning to solve problems relating to social, political, economical, scientific, or personal issues</th>
<th>problem solving methods in order to provide competent, patient-centered nursing care across the life span. <em>(Provider of patient-centered care, Patient safety advocate)</em></th>
<th>the nursing process in designating and describing basic nursing care for patients and families with selected health problems. <em>(Provider of patient-centered care)</em> <em>(Patient safety advocate)</em></th>
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<tr>
<td>Implement standards of nursing practice to advocate and provide for safe patient care. <em>(Provider of patient-centered care, Patient safety advocate)</em></td>
<td>Apply standards of care to the nursing of patients and families with selected health problems. <em>(Provider of patient-centered care, Patient safety advocate)</em></td>
<td>Apply principles of diversity and growth and development to the care of patients with basic health problems. <em>(Provider of patient-centered care)</em></td>
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<tr>
<td>Attain RN licensure. <em>(Member of the profession.)</em></td>
<td>Describe evidence-based nursing and utilize it in designating aspects of care for patients and families with selected health disruptions. <em>(Provider of patient-centered care, Patient safety advocate)</em></td>
<td>Describe and apply principles of patient safety in selected situations. <em>(Provider of patient-centered care, Patient safety advocate)</em></td>
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<td>Utilize technology, informatics and technical skills in health promotion, disease prevention, and disease management across the life-span and in the care of the dying patient <em>(Provider of patient-centered care, Patient safety advocate)</em></td>
<td>Integrate the body of nursing knowledge to provide safe care. <em>(Provider of patient-centered care, Patient Safety Advocate)</em></td>
<td>Utilize principles of nursing informatics and documentation in selected situations. <em>(Provider of patient-centered care, Member of the profession)</em></td>
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<td>Demonstrate caring behaviors and a holistic nursing approach. <em>(Provider of patient-centered care)</em></td>
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<td>Apply principles of diversity and caring to the basic care of adults and families. <em>(Provider of patient-centered care)</em></td>
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<td>Collaborate with diverse patients, families, and other health team members in providing quality patient care that will achieve an optimal level of health and</td>
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wellness. *(Provider of patient-centered care; Member of the health care team; Patient safety advocate)*

| 6. **Personal development:** Core value: integrity |  | 6. Utilize basic ethical and legal concepts in the care of patients and families with selected health disruptions. *(Member of the profession)* |
|--------------------------------------------------|----------------]|----------------------------------------------------------------------------------------------------------------------------------|
| • Practice effectively as a member of the health care team. *(Member of the profession, member of the health care team)* | | |
| • Practice within the ethical and legal framework for professional nursing. *(Member of the profession)* | | |
| • State the value of continuing nursing education and life-long learning. *(Member of the profession)* | | |

**Content Outline**

I. Introduction and syllabus review
II. Review of Class Schedule and assignments

<table>
<thead>
<tr>
<th>I. <strong>Review of GI System</strong></th>
<th>II. <strong>Nutritional Problems</strong></th>
<th>III. <strong>Malnutrition</strong></th>
<th>IV. <strong>Eating Disorders</strong></th>
<th>V. <strong>Obesity</strong></th>
<th>VI. <strong>Health risks associated with</strong></th>
<th>VII. <strong>Drug/Surgical Therapy</strong></th>
<th>VIII. <strong>Metabolic Syndrome</strong></th>
<th>IX. <strong>UGI Problems</strong></th>
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<td>a. Nausea &amp; Vomiting</td>
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<td>c. Gastritis/PUD</td>
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<td>e. Nursing Process</td>
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<td>X. <strong>Inflammations</strong></td>
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<td>XI. <strong>Hernias</strong></td>
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</table>

I. **Assessment Endocrine System**
II. **Diabetes Mellitus**
   a. Etiology & Pathophysiology
   b. Types
   c. Therapy
      i. Insulin
      ii. Oral hypoglycemic’s
      iii. Nutritional
   d. Complications
      i. Acute
      ii. Chronic
   e. Nursing Process
III. Endocrine Problems
   a. Thyroid
   b. Nursing Process

I. Fluid & Electrolytes
   a. Regulation of Water Balance
   b. Fluid & Electrolyte imbalances
   c. Acid Base Imbalances
   d. Fluid replacement
   e. Nursing Process

II. Perioperative Care
   a. Preoperative
   b. Intraoperative
   c. Postoperative
   d. Nursing Process

III. Inflammation & Wound Healing
   a. Inflammatory response
   b. Healing process
   c. Wound classifications
   d. Complications

I. Assessment Respiratory System
   a. ABG values & respiratory function
   b. S & SX inadequate oxygenation
   c. Age related changes
   d. Nursing Process

II. Upper Respiratory Problems
III. Lower Respiratory Problems
   a. Pneumonia
   b. Nursing Process

I. Assessment Cardiovascular System
   a. Factors affecting cardiac output
   b. Effects of aging
   c. Assessment abnormalities
   d. Diagnostic studies

II. Hypertension
   a. Pathophysiology
   b. Drug therapy
   c. Collaborative care
   d. Nursing Process

III. Coronary Artery Disease
   a. Pathophysiology
   b. Risk factors for
   c. Collaborative management
   d. Angina
   e. Diagnostic studies
   f. Drug therapy
   g. Nursing Process

IV. Heart Failure
   a. Pathophysiology
   b. Types & Manifestations
   c. Complications
   d. Drug Therapy
   e. Collaborative care
I. Assessment of Visual & Auditory systems
   a. Gerontological differences
   b. Diagnostic Studies
II. Visual Problems
   a. Extraocular
   b. Intraocular
      1. Cataract
         a. Drug therapy
         b. Surgery
      2. Retinal detachment
      3. Glaucoma
         a. Drug therapy
         b. Surgery
      4. Enucleation
III. Auditory problems
   a. Otitis media
   b. Hearing loss

I. Assessment of Integumentary System
   a. Gerontological differences
   b. Primary skin lesions
   c. Secondary skin lesions
   d. Assessment abnormalities
   e. Assessment dark skin
   f. Diagnostic studies
II. Integumentary Problems
   a. Malignant skin neoplasms
   b. Skin infections
      1. Bacterial
      2. Viral
      3. Fungal
   c. Infestations & insect bites
   d. Allergic manifestations
   e. Drug therapy
   f. Cosmetic procedures
   g. Nursing process

I. Assessment of Repro System
   a. Gerontological differences
   b. Assessment abnormalities
   c. Surgical procedures
   d. Diagnostic studies
II. Breast disorders
   a. Assessment
   b. Benign disorders
   c. Gerontological differences
   d. Malignant disorders
      1. Surgical procedures
      2. Staging & grading
      3. Drug therapy
      4. Mammaplasty
III. STI's
   a. Bacterial
   b. Viral
   c. Clinical manifestations
d. Drug therapy

IV. Female Repro problems
   a. Benign tumors
   b. Malignant tumors
   c. Radiation therapy

V. Male Repro problems
   a. BPH
   b. Treatment options
   c. Cancer

I. Pain
   a. Physical VS psychological pain
   b. Basic principles of pain treatment
   c. Adjuvant therapy
   d. Challenges to pain management
   e. Gerontological differences

II. Substance Abuse
   a. Terminology
   b. Health problems r/t
   c. Alcohol & withdrawal
   d. Other drugs
      1. Stimulants
      2. Depressants

Nursing Process

Evaluation Procedures:

Faculty will determine the specific assignments and exams for the course. There will be four formal exams in this course, including a comprehensive final exam to be administered on the last scheduled day of the course. ATI testing may be administered during this course.

The grades will be weighted as follows:

- 4 Exams x 15% each  
- Quiz x 1  
- Final exam

Total 100%

Attendance and Classroom Policies:

Students are expected to attend all classes. Students have the responsibility to attend class and to consult with the instructor when an absence occurs. If for some reason you must leave class early, you should inform the instructor prior to the start of class. Tardiness (lateness) will be tracked by the instructor. Extenuating circumstances will be considered on an individual basis. Tardiness is an unprofessional behavior, distracts other students, and reduces all students’ ability to learn. In most situations, the student will be counseled verbally the first time. The second time, an occurrence record will be completed, signed by the student, and placed in the student's file. The third time, the student will be given a formal contract and remedial action may be taken. Drop action may be taken by the instructor if a student is absent more than ten percent (10%) of total class hours.
Students must begin attendance in all classes of enrollment. No exceptions. Financial aid will not be granted to students who have been certified as not attending, by the certification date. For this lecture course, your physical participation in class, on or before the certification date will allow you to receive credit for FA purposes. For certification dates, check with the division or FAQ for further information. Students who are not certified as beginning class are responsible for any payments due as a result of non-certification, to include dropping the courses.

**Grading Scale:**

Students are responsible for their own academic performance. The Mountain View College Nursing Program faculty has determined that a grade of "C" is the minimum acceptable grade for enabling a student to proceed to the next nursing course. The student must earn a grade of "C" or higher in every course required for a given semester or group of related courses in order to progress to the next semester. The faculty believes that students "earn" their academic grades rather than faculty "giving" grades to students. All policies as stated in the Student Handbook are binding. Students are encouraged to review these regulations on a regular basis.

The requirements for a particular letter grade in this course are listed below.

- A = 92 – 100
- B = 84 – 91
- C = 75 - 83
- D = Below 75
- F = Below 67

*Throughout the nursing program, only final course grades will be rounded to the closest whole number. In computing the final course grade, a “D” grade will not be rounded to a “C’’ grade.*

**Student Review of Exams:**

At the discretion of the instructor, a student may review test answer sheet/booklets on an individual basis and by appointment only. At no time will a student be alone to review a previous test and no note taking during the test or its review will be allowed. Previous tests may be reviewed, if desired, before the final exam. There will be no review of the final exam nor any review of previous exams after the final exam has been taken.

**LATE WORK POLICY:**

Late work will be accepted at the discretion of the faculty member. Any work turned in late could have points deducted depending on the circumstances surrounding the late submission.

**NO GIFT POLICY:**

In accordance with Standards of Conduct, the Nursing program has a “no gift” policy. A donation to the SNS Scholarship Fund would be an appropriate way to recognize a faculty member’s contribution to your learning.

**MAKE-UP POLICY:**

Clinical make up will depend upon clinical and instructor availability and based on individual student circumstances.

Make up for paperwork assignments will be at the discretion of the faculty member depending upon the circumstances surrounding the need for make-up. Any assignment not accepted for make-up will receive a grade of “0.”
WITHDRAWAL POLICY (with drop date):

If you are unable to complete this course, it is your responsibility to withdraw formally. The withdrawal request must be received in the registrar’s office by 3-17-2015. Failure to do so will result in your receiving a performance grade, usually an “F”. Students often drop courses when help is available that would enable them to continue. Please discuss your plans with your instructor if you feel the need to withdraw.

If you drop a class or withdraw from the college before the official drop/withdrawal deadline, you will receive a “W” (Withdraw) in each class dropped.

STOP BEFORE YOU DROP

For students who enrolled in college level courses for the first time in or after the fall of 2007, Texas Education Code 51.907 limits the number of courses each student may drop. You may drop no more than 6 courses during your entire undergraduate career unless the drop qualifies as an exception. Your nursing counselor will give you more information on the allowable exceptions. Remember that once you have accumulated 6 non-exempt drops, you cannot drop any other courses in any Texas Public institution of higher learning, including all seven of the Dallas County community Colleges. For more information, you may access: https://www1.dcccd.edu/6drop

CELL PHONES, ELECTRONIC DEVICES, AND PAGERS

Cell phones may not be used during class. They should be silenced and put away. Personal computers, laptops, notebooks and tablets may be used, but their use must be confined to class-related activities. There will be no taping of lecture.

REPEATING THIS COURSE

Effective for Fall Semester 2005, the Dallas County Community Colleges will charge additional tuition to students registering the third or subsequent time for a course. This class may not be repeated for the third or subsequent time without paying the additional tuition.

Third attempts include courses taken at any of the Dallas County Community Colleges since the Fall 2002 semester. More information is available at: https://www1.dcccd.edu/cat0506/ss/oep/third_attempt.cfm.

FINANCIAL AID

Students must begin attendance in all classes of enrollment. No exceptions. Financial Aid will not be granted to students who have been certified as not attending by the certification date. For this class, your physical participation in class, on or before the certification date, will allow you to receive credit for FA purposes. For certification dates, check with the division or FAO for further information. Students who are not certified as beginning class are responsible for any payments due as a result of non-certification, including the dropping of courses. Students who are receiving any form of financial aid should check with the Financial Aid Office prior to withdrawing from classes. Withdrawals may affect your eligibility to receive further aid and could cause you to be in a position of repayment for the current semester. Students who fail to attend or participate after the drop date are also subject to this policy.

If you are receiving financial aid grants or loans, you must begin attendance in all classes. Do not drop or stop attending any class without consulting the Financial Aid Office. Changes in your enrollment level and failing grades may require that you repay financial aid funds.

TEXAS SUCCESS INITIATIVE (TSI)
The Texas Success Initiative (TSI) is a statewide program designed to ensure that students enrolled in Texas public colleges and universities have the basic academic skills needed to be successful in college-level course work. The TSI requires assessment, remediation (if necessary), and advising of students who attend a public college or university in the state of Texas. The program assesses a student's basic academic skills in reading, writing, and math. Passing the assessment is a prerequisite for enrollment in many college level classes. Students who do not meet assessment standards may complete prerequisite requirements by taking developmental courses in the deficient area and passing them with a grade of C or higher. Additional information is available at https://www1.dcccd.edu/cat0506/admiss/tsi_requirements.cfm.

Academic Honesty:
Academic honesty is expected, and integrity is valued in the Dallas County community colleges. Scholastic dishonesty is a violation of the Code of Student Conduct. Scholastic dishonesty includes, but is not limited to: cheating on a test, plagiarism, and collusion.

As a college student, you are considered a responsible adult. Your enrollment indicates acceptance of the DCCCD Code of Student conduct published in the DCCCD Catalog. More information is available at https://www1.dcccd.edu/cat0406ss/code.cfm

ADA STATEMENT
Mountain View College and the Office of Special Services are committed to upholding the laws and the spirit of Section 504 of the Rehabilitation act of 1973 and the Americans with Disabilities Act (ADA) signed in 1990.

RELIGIOUS HOLIDAYS:
Absences for observance of a religious holy day are excused. A student whose absence is excused to observe a religious holy day is allowed to take a make-up examination or complete an assignment within a reasonable time after the absence.

DISCLAIMER RESERVING RIGHT TO CHANGE SYLLABUS
The instructor reserves the right to amend this syllabus as necessary.

INCLEMENT WEATHER POLICY
In the event of inclement weather which affects regular scheduled classes and events on the Mountain View campus, the Dallas County Community College District and Mountain View College offer several means of notification:
1) The DCCCD and Mountain View College web pages will display a notification of any closings or delays.
2) You may call the Inclement Weather Hotline at 214-860-8888 after 6:00 a.m. to hear a recorded message informing you of closings or delays. Decisions for evening classes will be made by 4:00 pm.
3) You may sign up for free emergency alerts at http://www.dcccd.edu/aboutdcccd/newsandevents/news/pages/emergalerts02-09-10.aspx Alerts will be sent by text message, email, and voice message. You are encouraged to take advantage of this free service.
4) You also may refer to announcements on major television and radio stations in the event that the DCCCD or Mountain View College Internet sites cannot be accessed or the phone hotline is busy.

EARLY ALERT
Journey to Success (commonly known as "Early Alert") is a program designed to help DCCCD students identify and overcome obstacles they are facing during the pursuit of academic and career goals. The program is available to all DCCCD credit students who need help and guidance to achieve said goals. Specially trained coordinators, success coaches and faculty members at MVC volunteer their time to take part in Journey to Success.
2015SP RNSG 1331 PRINCIPLES OF CLINICAL DECISION MAKING

Student Contract and Acknowledgment

In recognition of the professional nature of nursing as well as the professionalism stressed in the nursing program, I attest to the following:

_____ I have read and reviewed the syllabus, course description, learning outcomes & objectives. I have had time and opportunity to clarify any unclear areas.

_____ I understand the importance of preparing for this course before class, clarifying unclear areas in class, and participating in group discussions. I understand that I earn a grade; that just meeting minimal requirements does not earn an A.

_____ I understand the importance of being on time, being prepared and not missing class. I will not wait until the last minute to turn in assignments or turn them in late.

_____ I will not be late to class or leave early.

_____ I understand my role in limiting cross-conversations and other distractions or disruptive behaviors, including, but not limited to, cell phones, eating, entering and leaving frequently, loud noises, computer noise, etc. in class.

_____ I will leave the room clean of debris and papers.

_____ I understand the withdrawal date in this semester is March 17, 2015.

_____ I understand the Academic Honesty Policy and the Student Code of Conduct. I understand that not reporting cheating makes me culpable. Nurses are held to a higher degree of honesty and must protect the profession and the patients under our care.

_____ I have read and understand the testing schedule and will bring the correct Scantron® to any exam situation where one is required.

_____ I understand how the course is graded, including tests, quizzes, and any extra assignments.

_____ I understand the "drop", exit interview, and grievance policies.

_____ I know how to reach my instructor if I need to be absent or need help with the course.

_____ I understand that it is my responsibility to maintain my grades.

_____ I understand that a final grade below “C” will not be rounded up.

_______________________  ______________________  ____________
Print Name  Signature  Date
2015SP RNSG 1331 PRINCIPLES OF CLINICAL DECISION MAKING

Faculty Copy of student contract and acknowledgement

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_______________________  ______________________  ____________  
Print Name  Signature  Date
MOUNTAIN VIEW COMMUNITY COLLEGE
NURSING PROGRAM

Policy Title: **Dosage Testing**

Creation Date: 8.6.10

Revision Date(s): 7.18.12

Number of Pages: 1

**Policy Description:**

Students will be tested throughout the nursing program to ensure adequate math skills prior to the administration of medications. Dosage exams will be given at the beginning of each clinical experience prior to administering medications. One such area is the safe administration of medications from all routes (PO, SQ, IV, etc.). A score of 80% or higher must be achieved.

**Rationale:**

Medication administration by any route is a serious responsibility. By law, students are held to the same safety standards as registered nurses. Math skills play an essential role in the preparation and dispensing of all medications. It is essential that the student respect the gravity of the responsibility they have undertaken when they administer medications to patients.

**Procedure**

Every semester in the clinical course of the nursing program, the student will be tested for math ability and knowledge of drugs. The student will take a drug calculation exam with three attempts to pass the exam. The student must make a score of 80% on the first attempt. If the score is less than 80%, the student must retake the exam and pass with a 90%. In the event if the student does not make a 90% on the second attempt, the student will be allowed to take the exam a third time. On the third attempt, the student must score a 100%. If the student is unsuccessful on the third attempt, the student will fail the clinical portion and will have to withdraw from the nursing program.

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Reviewed/Date
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