



RNSG 1331-101C3
Principles of Clinical Decision-Making
Spring 2025
0800-1100 Wednesday

Instructor Information:

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Student hours and location: 0800-1100 Wednesday - STEAM-102

Required Textbook/Materials:

Elsevier.CS:ESSENTIALS (ECM).ISBN:9780323389471
Elsevier.BOC:Lilley Phrm&Ng Prc SP (Sherpath) Phrm eC10.ISBN:9780323876315.
EAQ Fundamentals. 10th Edition. ISBN: 9780323758185.
Elsevier. (2021).
Potter, P., & Perry, A. (2021). *Fundamentals of nursing* (11th ed.). Philadelphia, PA: F. A. Davis Company. [Print] ISBN: 978-0323677721 or
Elsevier.BOC:SP Fund Potter Fund eCm11.ISBN:9780323879828
Mulholland, J., Turner, S. (2019). *The nurse, the math, the meds: drug calculations and dimensional analysis* (4th ed.). St. Louis, MO: Mosby
Silvestri & Silvestri. Strategies for Student Success on the Next Generation NCLEX (NGN) Test Items. ISBN:9780323872294.
Harding, M., & Hagler, D. (2025) *Conceptual Nursing Care Planning* (2 ed.). St. Louis, MS: ISBN: 9780443115899. Elsevier
Sim Chart 9781455711703. Elsevier
Nurse Think Student Success Book Bundle:
Bring a laptop to each class session for quizzes and assignments.

Web camera (either built into your camera or attachable if courses switch to online)

Course Description: Examination of selected principles related to the continued development of the professional nurse as a provider of patient-centered care, patient safety advocate, member of health care team, and member of the 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. Discuss knowledge, judgment, skills,

and professional values within a legal/ethical framework. This course lends itself to either a blocked or integrated approach. (Credit 3: Lecture 2, Lab 1 48 Contact Hours)
(catalog description)

Course requirements:

1. Concept Map (2): Demonstrate critical thinking utilizing a systematic framework to apply the roles of the professional nurse when providing patient care for selected health problems.
2. In-Class Assignments: Assess incremental knowledge as the roles of the professional Nurse apply to patient-centered care for patients and their families with selected health problems.
3. Elsevier Adaptive Quizzing: Assess the application of pathophysiology, clinical management, and nursing processes for patients and their families experiencing selected health problems.
4. Pharmacology Modules: This module assesses basic knowledge of pharmacology related to the clinical management of patients and their families with selected health problems.
(including a description of any special projects or assignments)

Testing

This serves as a notice that the Nursing Faculty has updated policy 2.18 Testing in the Associate Degree in Nursing Student Handbook. This updated policy supersedes any previous associate degree in nursing student Handbook policy regarding policy 2.18 Testing. The revised policy 2.18 Testing is effective on January 21st, 2020. The revised policy may be found at:

[https://build.com.edu/uploads/sitecontent/files/nursing-student-resources/Revised Nursing Student Handbook Policy 01-21-20204.pdf](https://build.com.edu/uploads/sitecontent/files/nursing-student-resources/Revised_Nursing_Student_Handbook_Policy_01-21-20204.pdf)

Determination of Course Grade/Detailed Grading Formula:

Grading Scale:

A= 90-100

B= 80-89.99

C= 75-79.99*

D= 60-74.99

F= <60

*A minimum final grade of "C" is required to pass this score

Grade Calculation

All assignments, including pass/fail, must be submitted to pass the course. All grades must total 75% average to pass the class. See Grade Determination & Calculation in the Nursing Student Handbook.

(methods of evaluation to be employed to include a variety of means to evaluate student performance)

Assignment	%
Concept Map 1	14
Concept Map 2	16
Clinical Essentials	14
Quizzes EAQ/book, NPA (6)	14
Nursing Practice Act (NPA)	8
Theorists/Ethical Issues Presentation	7
Pharmacology Lessons	12
Pharmacology Sherpath Modules Quizzes	5
*Pharmacology Sherpath Exam	10
Total	100%

Late Work, Make-Up, and Extra-Credit Policy: All course assignments EAQ/book and NPA (Nursing Practice Act) quizzes are completed in class. Master quizzes, NPA questionnaires, and pharmacology assignments are completed outside of class. There is no makeup for quizzes and assignments. See Late Assignments Policy in the Nursing Student Handbook.

Attendance Policy: See the Attendance Policy in the Nursing Student Handbook.

Communicating with your instructor: ALL electronic communication with the instructor must be through your COM email. Due to FERPA restrictions, faculty cannot share information about class performance through other electronic means. (Faculty may add an additional statement requiring monitoring and communication expectations via D2L or other LMS). Personal email communication will not be answered.

Student Learner Outcome	Maps to Core Objective	Assessed via this Assignment
1. Explain the professional nurse's role in providing patient-centered care, patient safety advocate, healthcare team member, and profession member.	Outcome #3 Practice beginning leadership skills to include effective delegation; collaboration with the patient, family, and members of the health care team; coordination of safe, effective, caring, evidence-based, and therapeutic patient-centered care; and integration of knowledge from the humanities, nutrition, pharmacology, and the psychosocial, biological, and nursing sciences.	Concept Map EAQ Quizzes
2. Examine the pathophysiology and clinical management of patients and their families experiencing health problems involving fluid and electrolytes, perioperative care, pain, respiratory disorders, peripheral vascular disorders, immunologic disorders, and infectious disorders.	Outcome #2 Apply the nursing process as a provider of patient-centered care in primary, secondary, and tertiary settings to promote health by assisting patients in achieving, improving, or maintaining an optimum level of wellness.	Concept Map EAQ Quizzes
3. Demonstrate beginning critical thinking skills utilizing a systematic problem-solving process to provide care for patients and their families	Outcome #4 Synthesize principles and techniques of interpersonal communication to implement therapeutic interactions with culturally diverse individuals, families, and groups in a variety of settings.	EAQ Quizzes Clinical Essentials

WECM End-of-Course Outcomes

Utilize critical thinking and a systematic problem-solving process as a framework for providing nursing care for patients and families in structured healthcare settings experiencing health problems involving fluid and electrolytes; perioperative care; pain; respiratory disorders; peripheral vascular disorders; immunologic disorders; and infectious disorders; and explain the roles of the professional nurse in the provision of patient-focused care.

Methods of Instruction

PowerPoint Presentations
Quizzing
Role Play
Online Assignments
Electronic Charting (Sim chart)
Respondus Lockdown Browser +
Webcam on your computer for quizzes
and in-class assignments.

Academic Dishonesty: (Describe your academic dishonesty policy and state consequences if it is violated)

Student Concerns: If you have any questions or concerns about any aspect of this course, please contact the course instructor using the contact information previously provided. If, after discussing your concern, you still have questions, please fill out a student concern form and request to meet with the course facilitator. If the issue is still not resolved, then you would ask to meet with the dean Dr Montz at rmontz@com.edu

Notice to Students Regarding Licensing Effective September 1, 2017, HB 1508 amends the Texas Occupations Code Section 53 that requires education providers to notify potential or enrolled students that a criminal history may make them ineligible for an occupational license upon program completion. The following website provides links to information about the licensing process and requirements: www.tdlr.texas.gov

Course outline: See D2L Brightspace for the course calendar.

Institutional Policies and Guidelines

Grade Appeal Process: Concerns about the accuracy of grades should first be discussed with the instructor. A request for a grade change is formal and must be made within six months of the grade assignment. Directions for filing an appeal can be found in the student handbook [https://www.com.edu/student-services/docs/Student Handbook 2024-2025 v2.pdf](https://www.com.edu/student-services/docs/Student_Handbook_2024-2025_v2.pdf). *An appeal will not be considered because of general dissatisfaction with a grade, penalty, or course outcome. Disagreement with the instructor's professional judgment of the quality of the student's work and performance is also not a permissible basis for a grade appeal.*

Academic Success & Support Services: The College of the Mainland is committed to providing students with the necessary support and tools for success in their college careers. Our Tutoring Services, Library, Counseling, and Student Services offer support. Please discuss any concerns with your faculty or an advisor.

ANA Scope and Standards of Practice

Students are expected to adhere to established ANA Scope and Standards of Practice (2015). (See Student Handbook and Clinical Evaluation Tool for detailed explanation of standards.)

Student Handbooks

Students are expected to adhere to all policies outlined in the College and Nursing Program student handbooks.

Syllabus Revisions

Faculty reserves the right to make changes to the syllabus as deemed necessary.

ADA Statement: Any student with a documented disability needing academic accommodations is requested to contact:

Kimberly Lachney, Student Accessibility Services Coordinator

Phone: 409-933-8919

Email: AccessibilityServices@com.edu

Location: COM Doyle Family Administration Building, Student Success Center

Textbook Purchasing Statement: A student attending the College of the Mainland is not under any obligation to purchase a textbook from the college-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Withdrawal Policy: Students may withdraw from this course for any reason before the last eligible day for a "W" grade. Before withdrawing, students should speak with the instructor and consult an advisor. According to state law, students can withdraw only six times during their college career. **The last date to withdraw from the 1st 8-week session is October 2. The last date to withdraw from the 16-week session is November 15. The last date to withdraw for the 2nd 8-week session is November 26.**

Classroom Conduct Policy/Student Conduct

Classroom Conduct Policy: College of the Mainland requires that students enrolled at COM be familiar with the Standards of Student Conduct, which can be found in the on-line Student Handbook. <http://www.com.edu/student-services/studenthandbook.php> . Students should always act in a professional manner. Disruptive students will be held accountable according to college policy. Any violations of the Code of Conduct will result in a referral to the Office for student Conduct and may result in dismissal from this class. In addition to the Standards of Student Conduct found in the online COM Student Handbook (<http://www.com.edu/student-services/student-handbook.php>), nursing students are expected to demonstrate good professional character as defined in in BON Rule 213.27 (http://bon.texas.gov/rr_current/213-27.asp). See [Behavior/Conduct in the Nursing Student Handbook](#).

Plagiarism

Plagiarism is using someone else's words or ideas and claiming them as your own. Plagiarism is a very serious offense. Plagiarism includes paraphrasing someone else's words without giving proper citation, copying directly from a website, and pasting it into your paper, using someone else's words without quotation marks. Any assignment containing plagiarized material will receive a **grade of zero**, and the student will be referred to the Office of Student Conduct for appropriate disciplinary action. Also see the Behavior/Conduct policy in the Nursing Student Handbook.

Avoiding Plagiarism: <http://www.plagiarism.org/>

FN Grading: The FN grade is issued in cases of *failure due to a lack of attendance*, as determined by the instructor. The FN grade may be issued for cases in which the student ceases or fails to attend class, submit assignments, or participate in required capacities, and for which the student has failed to withdraw. The issuing of the FN grade is at the discretion of the instructor. The last date of attendance should be documented for submission of an FN grade.

Early Alert Program: The Student Success Center at College of the Mainland has implemented an Early Alert Program because student success and retention are very important to us. I have been asked to refer students to the program throughout the semester if they are having difficulty completing assignments or have poor attendance. If you are referred to the Early Alert Program you will be contacted by someone in the Student Success Center who will schedule a meeting with you to see what assistance they can offer to meet your academic goals.

Resources to Help with Stress:

If you are experiencing stress or anxiety about your daily living needs, including food and housing, or feel you could benefit from free resources to help you through a difficult time, please click here: <https://www.com.edu/community-resource-center/>. College of the Mainland has partnered with free community resources to help you stay on track with your schoolwork by addressing life issues that get in the way of doing your best in school. All services are private and confidential. You may also contact the Dean of Students office at deanofstudents@com.edu or communityresources@com.edu.

Nondiscrimination Statement:

The College District prohibits discrimination, including harassment, against any individual based on race, color, religion, national origin, age, veteran status, disability, sex, sexual orientation, gender (including gender identity and gender expression), or any other basis prohibited by law. Retaliation against anyone involved in the complaint process violates College District policy.

Course Content

Unit 3: Critical Judgement in Nursing Practice

Chapter 15 Critical thinking and clinical judgment

Objectives:

- Explain the relationship between critical thinking and clinical judgment in nursing practice.
- Interpret the value of applying a clinical judgment model in nursing practice.
- Examine the components of critical thinking in clinical decision making.
- Contrast the differences between basic problem solving and diagnostic reasoning.
- Explain differences in the levels of critical thinking.

- Analyze benefits of clinical experiences that contribute to critical thinking.
- Apply critical thinking attitudes during assessment of a patient condition.
- Explain when to use intellectual standards.
- Evaluate the ability to make accurate clinical decisions.

Learning Content

- I. Critical Judgment in Nursing Practice
- II. Critical Thinking Defined
- III. Levels of Critical Thinking
- IV. Critical Thinking Competencies
- V. A Critical Thinking Model for Clinical Decision Making
- VI. Evaluation of Clinical Judgement

Learning Activities

Read Perry & Potter Chapters 15
EAQ Quiz

Chapter 16 Nursing Assessment

Objectives:

- Explain the relationships among assessment, clinical decision making, and clinical judgment.
- Discuss how the two steps involved in nursing assessment are used in practice.
- Differentiate the types of nursing assessments used in practice.
- Examine the components of critical thinking in nursing assessment.
- Analyze practice situations to determine the type of nursing assessment to use.
- Explain how experience in performing nursing skills influences patient assessment.
- Examine how the use of critical thinking attitudes and professional standards yields a comprehensive assessment database.
- Explain the importance of building a nurse-patient relationship when gathering a patient assessment.
- Apply communication techniques when conducting a patient interview.
- Display professionalism during history taking.
- Explain the assessment process.

Learning Content

- I. Critical Thinking Approach to Assessment
- II. Critical thinking in assessment
- III. The nurse-patient relationship in assessment
- IV. The patient-centered interview
- V. Nurse's experience
- VI. Environment in assessment
- VII. Critical thinking attitudes for assessment
- VIII. Standards in assessment
- IX. The assessment process

Learning Activities

Read chapter 16

EAQ questions

Chapter 17 Analysis and nursing diagnosis

Objectives

- Explain how the formation of a nursing diagnosis is a factor in clinical judgment.
- Compare a nursing diagnosis with a medical diagnosis and a collaborative problem.
- Discuss the importance of having a standardized language of nursing diagnoses.
- Apply critical thinking in the diagnostic reasoning process.
- Explain the difference between finding data patterns and data interpretation.
- Describe components of a nursing diagnostic statement.
- Critique the different elements of a problem-focused or negative nursing diagnosis versus an at-risk nursing diagnosis.
- Explain how critical thinking applies to prioritization of nursing diagnoses.
- Form a nursing diagnostic statement correctly.
- Identify sources of nursing diagnostic errors.

Learning Content

- I. Types of nursing diagnosis
- II. Terminologies for nursing diagnoses
- III. Critical thinking in analysis and nursing diagnosis
- IV. Use of nursing diagnosis in practice
- V. Care planning
- VI. Documentation and informatics

Learning Activities

Read chapter 17

EAQ questions

Chapter 18 Planning and outcomes identification in nursing care

Objectives

- Explain how clinical judgment is integral to the planning process.
- Explain the relationship of planning to nursing diagnosis.
- Examine how critical thinking influences the planning of nursing care.
- Identify factors that influence the prioritization of nursing diagnoses for select patients.
- Examine the relevance of outcomes selected for nursing diagnoses.
- Discuss criteria used in priority setting.
- Use the SMART model for writing outcome statements.
- Explain the factors to consider when selecting interventions for a particular patient diagnosis or problem.
- Discuss the differences between independent and dependent nursing interventions.
- Explain how consultation is conducted in a clinical setting.
- Explain the process of interprofessional collaboration.

Learning Content

- I. Critical thinking in planning
- II. Critical thinking in planning
- III. Clinical judgment in outcomes identification
- IV. Planning nursing interventions
- V. Systems for planning nursing care
- VI. Consulting with health care professionals

Learning Activities

Read chapter 18

EAQ questions

Chapter 19 Implementing nursing care

Objectives

- Explain how nursing interventions are related to nursing's scope of practice.
- Explain the factors to consider in determining whether nursing interventions are patient-centered.
- Explain the benefits and limitations of standard nursing interventions.
- Explore the implications for use of standard care bundles.
- Explain how critical thinking influences a nurse's role in the implementation process.
- Discuss the ways in which a nurse anticipates and prevents complications.
- Explain how to balance organizational and patient priorities in time management.

- Explore the three implementation skills as they relate to direct and indirect nursing interventions.
- Critique the factors influencing effective teaching interventions.
- Discuss how to effectively communicate nursing interventions.

Learning Content

- I. Critical thinking in planning
- II. Critical thinking in implementation
- III. Implementation process
- IV. Direct care
- V. Indirect care
- VI. Achieving patient outcomes

Learning Activities

Read chapter 19
EAQ questions

Chapter 20 Evaluation

Objectives

- Examine the relationships among critical thinking, clinical judgment, and the evaluation of nursing care.
- Critique how each critical thinking standard influences the evaluation process.
- Explain the difference between evaluative measures and assessment measures.
- Explain the importance of using the correct evaluative measures.
- Analyze the relationship between expected outcomes and evaluation measures when evaluating nursing care.
- Explain how evaluation reveals errors or omissions in care.
- Discuss the process of determining the need to revise a patient's plan of care.

Learning Content

- I. Clinical judgment and critical thinking in evaluation
- II. Knowledge
- III. Experience
- IV. Standards and attitudes for evaluation
- V. Environment
- VI. Evaluation process
- VII. Document outcomes

- VIII. Collaborate and evaluate effectiveness of interventions
- IX. Evaluation of health care

Learning Activities

Read chapter 20

EAQ questions

Chapter 7 Caring in nursing practice

Objectives

- Analyze how caring affects the nurse-patient relationship.
- Compare and contrast theories on caring.
- Discuss the evidence about patients' perceptions of caring.
- Explain how an ethic of care influences nurses' clinical judgment.
- Discuss the role that caring plays in the nurse-patient relationship.
- Identify ways to express caring through presence and touch.
- Examine the therapeutic benefit of listening to patients.
- Explain the relationship between knowing a patient and clinical decision making.
- Explain the relationship of compassion to caring.

Learning Content

- I. Theoretical views on caring
- II. Patients' perceptions of caring
- III. Ethic of care
- IV. Caring in nursing practice
- V. The challenge of caring

Learning Activities

Read chapter 7

EAQ questions

Chapter 8 Caring for patients with chronic illness

Objectives

- Explain the characteristics of chronic disease.

- Summarize ways to reduce the financial impact of chronic illnesses on individuals and society.
- Identify genetic and environmental factors and their influence on the development of chronic illness.
- Explain how lifestyle choices and risk factors contribute to the chances that a patient will develop a chronic illness.
- Discuss the physical limitations that patients with chronic illnesses frequently experience.
- Explain the psychosocial effects that living with a chronic illness has on patients and their families.
- Identify how differences in growth and development affect the needs of patients and families living with chronic illnesses.
- Anticipate the needs of family caregivers who care for patients with chronic disease.
- Explain the components of the Chronic Care Model and the importance of self-management within this model.
- Discuss how nurses enhance patients' abilities to self-manage chronic disease.
- Explain the role of a nurse in preventing chronic illness through screening, education about healthy lifestyle, and public policy.

Learning Content

- I. The prevalence and costs of chronic disease
- II. Multifactorial nature of chronic disease
- III. Family caregivers
- IV. The chronic care model
- V. Implications for nursing
- VI. Health promotion and disease prevention

Learning Activities

Read chapter 8
EAQ questions

Chapter 43 Sleep

Objectives

- Explain the effects that the 24-hour sleep-wake cycle has on biological function.
- Summarize mechanisms that regulate sleep.
- Outline the stages of a normal sleep cycle.
- Explain the functions of sleep.
- Compare and contrast the sleep requirements of different age-groups.
- Identify factors that normally promote and disrupt sleep.

- Compare and contrast characteristics of common sleep disorders.
- Interview a patient to conduct a sleep history.
- Select nursing interventions designed to promote normal sleep cycles for patients of all ages.
- Evaluate the effectiveness of sleep therapies.

Learning Content

- I. Scientific knowledge base
- II. Nursing knowledge base
- III. Critical thinking
- IV. Nursing process

Learning Activities

Read chapter 43
EAQ questions

Chapter 37 Stress and coping

Objectives

- Explain the three stages of the general adaptation syndrome.
- Summarize the characteristics of posttraumatic stress disorder.
- Discuss the integration of stress theory with nursing theories.
- Identify the effects that compassion fatigue can have in the health care workplace.
- Use clinical judgment to choose stress-management techniques that help individuals effectively cope with stress.
- Discuss the process of crisis intervention.
- Develop a care plan for patients who are experiencing stress.
- Discuss how stress in the workplace affects nurses.

Learning Content

- I. Scientific knowledge base
- II. Nursing knowledge base
- III. Critical thinking
- IV. Nursing process

Learning Activities

Read chapter 37
EAQ questions

Chapter 41 Oxygenation

Objectives

- Describe the structure and function of the cardiopulmonary system.
- Explain the interrelationship among ventilation, perfusion, and exchange of respiratory gases.
- Explain the interrelationship among cardiac output, myocardial blood flow, and systemic circulation.
- Explain the relationship of cardiac output (preload, afterload, contractility, and heart rate) to the process of oxygenation, hypoventilation, and/or hypoxemia.
- Explain the relationship between the cardiac conduction system and mechanical dysfunction of the heart.
- Discuss the effect of a patient's level of health, age, lifestyle, and environment on oxygenation.
- Identify how to assess for the risk factors affecting a patient's oxygenation.
- Identify how clinical judgment in assessment identifies the physical manifestations that occur with alterations in oxygenation.
- Discuss potential clinical outcomes occurring as a result of disturbances in conduction, altered cardiac output, impaired valvular function, myocardial ischemia, and/or impaired tissue perfusion.
- Develop a plan of care for a patient with altered oxygenation.
- Explain how clinical judgment is used to identify nursing diagnoses and interventions to promote oxygenation in the health promotion, acute care, and restorative and continuing care settings.
- Evaluate a patient's responses to nursing interventions to promote oxygenation.

Learning Content

- I. Scientific knowledge base
- II. Nursing knowledge base
- III. Critical thinking
- IV. Nursing process

Learning Activities

Read chapter 41

EAQ questions

Chapter 42 Fluid, electrolyte, and acid-base balance

Objectives

- Determine what processes regulate fluid distribution, extracellular fluid volume (ECV), and body fluid osmolality.
- Explain processes that regulate electrolyte balance.
- Explain processes that regulate acid-base balance.
- Recall common fluid, electrolyte, and acid-base imbalances.
- Identify risk factors for fluid, electrolyte, and acid-base imbalances.
- Use clinical judgment while applying the nursing process when caring for patients with fluid, electrolyte, and acid-base imbalances.
- Use clinical judgment to choose appropriate clinical assessments for specific fluid, electrolyte, and acid-base imbalances.
- Explain rationale and procedures for initiating an intravenous (IV) line; maintaining the system; changing IV solution containers, tubing, and dressings; and discontinuing peripheral venous access.
- Explain potential complications of IV therapy and what to do if they occur.
- Discuss the procedure for initiating and monitoring a blood transfusion and the appropriate nursing actions to take if transfusion reactions occur.
- Identify how to evaluate the outcomes of care of patients with fluid, electrolyte, and acid-base imbalances.

Learning Content

- I. Scientific knowledge base
- II. Nursing knowledge base
- III. Critical thinking
- IV. Nursing process

Learning Activities

Read chapter 42
EAQ questions

Chapter 22 Ethics and values

Objectives

- Discuss the role of ethics in professional nursing.
- Utilize values clarification when you apply ethics in practice.
- Explain the principles and approaches commonly used in health care ethics discussions.
- Compare and contrast the difference between an ethical dilemma and moral distress.
- Apply a stepwise approach to ethical problems.
- Discuss contemporary ethical issues that nurses face.

Learning Content

- I. Basic terms in health ethics
- II. Professional nursing code of ethics
- III. Values
- IV. Approaches to ethics
- V. Nursing point of view
- VI. Issues in health care ethics

Learning Activities

Read chapter 22

EAQ questions

Chapter 23 Legal implications in nursing practice

Objectives

- Compare the effects of constitutional, statutory, civil, and criminal law on nursing practice.
- Describe how standards of nursing care shape your nursing practice.
- Discuss how federal statutes promote patient safety and affect nursing practice.
- Explain how state laws and regulations affect nursing practice.
- Summarize guidelines that affect nurses in the workplace.
- Determine nursing actions most often associated with nursing malpractice.
- Define the standard of proof required to establish a nurse's negligence.
- Discuss how risk management, performance improvement (PI), and quality improvement (QI) reduce a nurse's legal risk for negligence and malpractice.
- Identify proactive measures nurses can take to help reduce their legal risks in the workplace.

Learning Content

- I. Legal limits of nursing
- II. Federal statutes affecting nursing practice
- III. State statutes affecting nursing practice
- IV. Nursing workforce guidelines
- V. Legal implications and reducing your legal risks

Learning Activities

Read chapter 23

EAQ questions

Chapter 44 Pain management

Objectives

- Describe the physiology of nociceptive pain.
- Recognize patient cues to differentiate categories of pain.
- Identify the various factors that influence pain.
- Explain how cultural factors influence the pain experience.
- Apply clinical judgment in assessing a patient experiencing pain.
- Contrast the characteristics of acute pain with those of chronic pain.
- Explain the nursing guidelines for administering analgesics safely.
- Explain how clinical judgment guides selection of various nonpharmacological versus pharmacological approaches to treating pain.
- Identify environmental and individual factors that create barriers to effective pain management.
- Evaluate a patient's response to pain interventions.

Learning Content

- I. Scientific knowledge base
- II. Nursing knowledge base
- III. Critical thinking
- IV. Nursing process
- V.

Learning Activities

Read chapter 44

EAQ questions

Chapter 50 Perioperative nursing care

- Discuss the three phases of perioperative nursing.
- Explain the rationale for a nursing assessment of a patient's surgical risk factors.
- Identify co-morbid conditions that increase patient risks for postoperative complications.
- Explain the approach for assessing a patient's potential psychological response to impending surgery.
- Explain the influence a preoperative teaching plan can have on a patient's surgical recovery.
- Explain the rationale for postoperative exercises.
- Identify the benefits of early ambulation for the postoperative patient.

- Illustrate how a nurse uses sound clinical judgment when making an intraoperative assessment and how it promotes patient safety.
- Explain the differences between postoperative phases.
- Outline the components of SBAR communication for perioperative hand-off.
- Identify nursing care priorities for postoperative patients.
- List the principles for providing education to surgical patients during the restorative phase of recovery.

Learning Content

- I. Scientific knowledge base
- II. Nursing knowledge base
- III. Critical thinking
- IV. Preoperative surgical phase
- V. Transport to the operating room
- VI. Intraoperative surgical phase

Learning Activities

Read chapter 50

EAQ questions

