

**ODESSA COLLEGE ASSOCIATE DEGREE NURSING PROGRAM  
SYLLABUS RNSG 1443  
Fall 2012**

**COURSE TITLE:** COMPLEX CONCEPTS OF ADULT HEALTH

**CREDIT:** 4 CREDIT HOURS (3 LECTURE; 3 LAB)

**COURSE PLACEMENT:** SECOND SEMESTER OF NURSING PROGRAM

**PREREQUISITES:** RNSG 1105, RNSG 1201; RNSG 1215, RNSG 1309; RNSG 1341, RNSG 1160; RNSG 1260 OR CONSENT OF THE DEPARTMENT.

**COREQUISITE:** RNSG 1361; RNSG 2213; RNSG 2161; BCIS1305 AND PSYC 2314.

**LICENSING/CERTIFICATION AGENCY:** TEXAS BOARD OF NURSING (BON).

**FACULTY:** Course Coordinator:  
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**COURSE DESCRIPTION:** Integration of previous knowledge and skills related to common adult health needs into the continued development of the professional nurse as provider of care, coordinator of care, and member of a profession in the care of adult patient/families in structure health care settings with complex medical-surgical health care needs associated with each body system. Emphasis is on knowledge, judgment, skills, and professional values within a legal/ethical framework. (SCANS 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11)

**END OF COURSE OUTCOMES:** Utilize critical thinking skills and a systematic problem-solving process as a framework for providing care for adult patient in structured health care settings with complex health care needs; and integrate the roles of the professional nurse in the provision of adult patients and families.

**COURSE OBJECTIVES:** Course objective utilize the framework of Differentiated Essential Competencies of Graduates of Texas Nursing Programs. At the completion of the course the student will be able to: (PO=Corresponding Program Outcome)

**I. Member of a Profession:**

- A. Illustrate ways to assume accountability for quality nursing care of patients. (PO 2)
- B. Explain the role of advocacy in the provision of quality health care for patients. (PO 13)

**II. Provider of Patient-Centered Care:**

- A. Examine the health status and health needs of patients based upon interpretation of health data and preventative health practices. (PO1)
  - 1. Differentiate concepts and processes related to patients and families including physical and psychosocial growth and development, pathophysiology, psychopathology, pharmacology, medical diagnosis and treatments.
  - 2. Compare cultural and spiritual practices related to health, illness, death and dying.
  - 3. Examine characteristics, concepts, and processes related to disease transmission, risk factors, health promotion and disease prevention practices and their implications for patients and their families in the classroom and laboratory setting.
  - 4. Examine current literature and implications of research findings to improve care of patients with complex health care needs.
  - 5. Perform selected intermediate nursing skills in the simulation laboratory setting according to approved standards and criteria.
- B. Utilize clinical data to determine the health status and health needs of patients with complex health care problems (PO 2, 3, 4, 5, 7) and to develop teaching plans using decision making skills.
  - 1. List the assessment techniques used for patients with complex health problems.
  - 2. Analyze assessment findings to select appropriate nursing diagnosis.
  - 3. Define goals to maximize patient compliance and achievement.
  - 4. Select interventions according to Maslow's hierarchy.
  - 5. Determine success of plan by comparing results of interventions to goal.
- C. Select community resources including agencies and health care providers related to the needs of patient and their families. (PO 10)

**III. Patient Safety Advocate:**

- A. Demonstrate knowledge of the Texas Nursing Practice Act and 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.
- B. Formulate goals and outcomes using evidence-based data to reduce patient risks.

**IV. Member of the Health Care Team:**

Communicate and manage information using technology to support decision making to improve patient care.

**TEACHING/LEARNING METHODS:**

The following methods may be utilized:

1. Lecture/Discussion
2. Skills Lab and Skills Check-Offs
3. Audio-Visual Aids
4. Critical Thinking Exercises
5. Assigned Reading
6. Peer Interaction
7. Small Group Discussions
8. Written Assignments
9. Oral Reports
10. Technological Instructional Modalities
11. Professional Development Software (PDS) Modules

**EVALUATION AND GRADING:**

The grading policy for the Associate Degree Nursing Program will be followed. No assignments or exams are optional. All work must be submitted in order to earn a grade in this course unless the student has made arrangements with the instructor to receive a grade of incomplete (I) or withdrawal (W).

**Grading Formula Utilized in RNSG 1443:**

Unit exams (7 exams) = 60% (8.57% per test)

Daily Grades = 5 % (must be physically present for both morning and afternoon classroom sessions/activities; if absent from or not present at beginning of class student will receive a zero (0) for day)

ATI Proctored Exam = 10%

Final exam = 25%

The grading scale for RNSG 1443 is consistent with that of the Nursing Program:

90-100 = A

80-89.99 = B

75-79.99 = C

60-74.99 = D

0 – 59.99 or below = F

1. A final grade of “C” or higher must be attained in order to pass RNSG 1443. The final grade is rounded to the appropriate whole number. A grade below 75 does not meet the criteria for progression. Final course grades will not be rounded up to the next whole number in order for students to achieve a passing grade of 75. (Example: 74.9 = grade of D) Students *must meet all* course requirements, or a grade of “F” will be assigned.
2. Unit exams and the final exam will be constructed from a random sample of the material studied in each unit. These questions will mostly be in the form of multiple choice questions. However, other types of questions may appear, such as drug calculation and

critical thinking questions. Consult course calendar for exam dates. Students are responsible for providing SCANTRONS for each UNIT and FINAL exam.

3. Students will be allowed make-up exams **only** if they have notified the instructor prior to the scheduled class period. **Make-up exams must be taken within five (5) business days of the missed exam, unless other arrangements have been made with the instructor.** If an exam is not made up within one week or by the time arranged by the student and the instructor, the student will receive a “0 (zero)” for that exam and the unit grades will be averaged accordingly. Only two (2) unit exams may be made-up. All exams must be taken in order to pass this course even if the grade will be zero. **The student may expect an alternate method of testing for the make-up exam, such as short answer and/or fill-in-the-blank questions.**
4. Unscheduled quizzes/daily work administered during class may not be made up in the case of an absence.
5. ATI practice tests may be taken (2) or more times. **ONLY.** See course calendar and Blackboard for due dates. **Print out the completion page when the practice tests are done.** Assignments should be submitted in a folder with pockets.
6. Students will use **ONLY** page front (no writing on page back) for written assignments. Written assignments submitted in front page only format will be graded. If written assignments are not submitted appropriately, student will receive a grade of zero (0). Assignments will be prepared and submitted in APA format including a reference page.
7. The final exam will be comprehensive.

An ATI proctored exam will be given near the end of the semester. Students in this course are expected to meet Proficiency Level 2 on content mastery series of proctored assessments. Points awarded for achievement on ATI proctored exams will be based on 10 points. See table below:

<b>Proficiency level on ATI proctored assessments</b>	<b>Points awarded for achievement on ATI proctored exam</b>	<b>Points awarded for evidence of remediation on missed topics from ATI assessment</b>	<b>Total points awarded from a possible “10”</b>
Proficiency level 3 on the content mastery series	10	0	10
Proficiency level 2 on the content mastery series	8	2	10
Proficiency level 1 on the content mastery series	6	2	8
Proficiency below level 1 on the content mastery series	0	0	0

**The student must pass RNSG 1361 Clinical-Complex in order to receive a passing grade in RNSG 1443 and must pass RNSG 1443 to receive a passing grade in RNSG 1361.**

**Medication Math Competency Examination:**

Students will be given the medication math competency in the **second week** of RNSG 1443. The exam will contain 25 calculation questions from the following categories:

- A. Conversion between and within systems
- B. Calculations of medication dosages administered IM, SC, or IV given by a syringe
- C. Calculations of medication dosages administered PO in liquids, tablets, or capsules
- D. Combination problems such as calculating weight and dosage
- E. Calculation of IV flow rates/administration rates by gravity flow and by infusion pump

The student must achieve a minimum passing grade of 80%. The medication math competency exam ***will not be counted*** as an exam. The student will be allowed to participate in clinical activities while completing medication math competency requirements since the student is closely supervised, or as in the case of the transition student, has nursing experience. Students not passing the first exam will take a second exam after completing a minimum of two hours of *documented* remediation. If not successful, the student will be allowed a third attempt after completing a mandatory individualized remediation plan. If not successful on the third attempt, the student will receive a grade of “D” in RNSG 1443 Complex Concepts of Adult Health.

**Lab Component:**

In the simulation lab, the student will practice intermediate to advanced clinical skills and must demonstrate competency before practicing these skills in the clinical setting. Semester skills are:

- A. Starting an IV infusion
- B. Changing an IV solution container and tubing
- C. Monitoring an IV site & infusion
- D. Changing a peripheral IV dressing
- E. Capping a primary IV line for intermittent use
- F. Utilizing an IV pump
- G. Removing medications from an ampule
- H. Adding medications by IV bolus or push through an IV infusion (both compatible and incompatible)
- I. Administering a piggyback intermittent IV infusion of medication
- J. Introducing drugs through a medication or drug-infusion lock using the saline flush
- K. Reconstituting powdered medication in a vial
- L. Suctioning the tracheostomy
- M. Providing tracheostomy care
- N. DEMO ONLY of changing the dressing and flushing central venous access devices
- O. Accessing an implanted IV port
- P. Deaccessing an implanted IV port

- Q. Monitoring/management of chest tube drainage system
- R. DEMO ONLY of Changing chest tube dressing

The laboratory component is also designed to give the student an opportunity to explore critical thinking in complex medical/surgical situations through use of assigned case studies. These case studies will be utilized in individual assignments, group discussions and interactions with faculty to improve understanding of patients with complex medical problems.

**Grading of Skills:** For practice outside the regular schedule of class/lab, the Laboratory Instructor will post times for open practice. Students are encouraged to utilize opportunities to practice skills and/or ask questions. Some skill check-offs require appointments with the Laboratory Instructor. The student should follow instructions provided by the course instructors. Each designated clinical skill must be performed and scored as a passing grade. A failure will result in a learning prescription with documented lab remediation prior to attempting the skill the second time. Students will be allowed **only** two (2) attempts to pass required skill(s).

#### **UNIT OUTLINE FOR LECTURE:**

- Unit 1            Fluids, Electrolytes, Labs and Community-Based Nursing
- Unit 2            Immunology, Hematology, and Oncology
- Unit 3            Respiratory
- Unit 4            Endocrine /Diabetes
- Unit 5            Cardiovascular, Peripheral Vascular and Gastrointestinal System
- Unit 6            Neurology
- Unit 7            Renal

#### **UNIT OBJECTIVES: (CO= Corresponding course objective)**

##### **Unit 1: Fluids, Electrolytes, Labs and Community-Based Nursing (CO #1, 2, 3, 4, 5)**

- 1.1 Identify medical and surgical asepsis and prevention of infection in the patient when samples for laboratory studies are obtained or when intravenous solutions are administered.
- 1.2 Describe health screening and the potential risk for a fluid and electrolyte imbalance.
- 1.3 Identify medications and treatment for patients with fluid and electrolyte imbalance.
- 1.4 Identify problems related to the potential risk for a fluid and electrolyte imbalance, measures to prevent an imbalance, measures to prevent and imbalance, signs and symptoms of an imbalance and actions to take if signs and symptoms develop.
- 1.5 Identify normal laboratory values of specific tests.
- 1.6 Communicate the purpose of lab tests to the client.
- 1.7 Describe pre and post procedures for lab tests.
- 1.8 Reporting of significant values of laboratory tests.
- 1.9 Identify the needs for intravenous therapy.
- 1.10 Identify different types of intravenous fluids and their uses.
- 1.11 Describe appropriate methods for inserting intravenous catheters and care of IV catheters, PICC lines and implantable ports.
- 1.12 Discuss legal and ethical issues related to blood transfusions.
- 1.13 Identify needs for blood transfusions.
- 1.14 Describe steps in administration of blood products.
- 1.15 Documentation of client's response to blood products.

- 1.16 Management of adverse reactions to blood products.
- 1.17 Compare the differences and similarities between community- and hospital-based nursing.

**Unit 2: Immunology, Hematology, Oncology (CO #1, 2, 3, 4, 5)**

- 2.1 Review the anatomy and physiology of the immune and hematologic systems.
- 2.2 Compare and contrast common deviations from normal associated with the immune system, hematologic system and cancer.
- 2.3 Identify tests utilized for diagnosing immune system disorders, hematologic disorders and cancer.
- 2.4 Complete concept map for persons experiencing disorders of the immune system, blood dyscrasias, or cancer utilizing theories of development and consideration of cultural differences.
- 2.5 Identify treatment modalities and nursing interventions for pre and post operative conditions of the immune system, hematologic system, or cancer.
- 2.6 Identify nutrition and drug therapies of clients experiencing disorders of the immune and hematological system.
- 2.7 Describe therapeutic communication and caring behaviors necessary for interacting with clients and families experiencing acute and chronic illness or death and dying.
- 2.8 Discuss the evaluation of home health care, the nursing process, and family social involvement in holistic care of the adult client experiencing deviation from normal in the immune system or hematologic system.
- 2.9 Identify considerations for geriatric clients experiencing alterations in hematology, immunity, and cancer.
- 2.10 Describe the process of collaboration with members of the health care team in caring for clients experiencing immune disorders, blood dyscrasias, and cancer.

**Unit 3 Respiratory (CO # 1, 2, 3, 4, 5)**

- 3.1 Review the anatomy and physiology of the respiratory system.
- 3.2 Compare and contrast common deviations from normal within the respiratory system.
- 3.3 Identify tests utilized for diagnosing respiratory disorders.
- 3.4 Complete concept map for persons experiencing disorders of the respiratory system utilizing theories of development and consideration of cultural differences.
- 3.5 Identify treatment modalities and nursing interventions for pre and post-operative conditions of the respiratory system.
- 3.6 Identify nutrition and drug therapies of patients experiencing disorders of the respiratory system.
- 3.7 Describe therapeutic communication and caring behaviors necessary for interacting with patients and families experiencing acute and chronic respiratory illness.
- 3.8 Discuss the evaluation of home health care, the nursing process, and family social involvement in holistic care of the adult patient experiencing disorders of the respiratory system.
- 3.9 Identify considerations for geriatric patients experiencing alterations in the respiratory system.
- 3.10 Describe the process of collaboration with members of the health care team in caring for patients experiencing respiratory illnesses.

**Unit 4 Endocrine/Diabetes System (CO # 1, 2, 3, 4, 5)**

- 4.1 Review the anatomy and physiology of the endocrine system, especially as related to diabetes mellitus.
- 4.2 Compare and contrast common deviations from normal within the endocrine system as related to diabetes mellitus.
- 4.3 Identify tests used in diagnosing diabetes mellitus.
- 4.4 Complete concept map for persons experiencing endocrine disorders utilizing theories of development and consideration of cultural differences.
- 4.5 Identify treatment modalities and nursing interventions for pre and post-operative patients with endocrine problems.
- 4.6 Identify nutrition and drug therapies of patients experiencing diabetes mellitus.
- 4.7 Describe therapeutic communication and caring behaviors necessary for interacting with patients and families experiencing acute and chronic illness or death and dying.
- 4.8 Discuss the evaluation of home health care, the nursing process, and family social involvement in holistic care of the adult patient experiencing endocrine disorders.
- 4.9 Identify considerations for geriatric patients experiencing endocrine disorders.
- 4.10 Describe the process of collaboration with members of the health care team in caring for patients experiencing endocrine disorders and/or diabetes mellitus.

**Unit 5: Cardiovascular and Gastrointestinal System (CO # 1, 2, 3, 4, 5)**

- 5.1 Review the anatomy and physiology of the Cardiovascular (CV) & Gastrointestinal (GI) systems.
- 5.2 Compare and contrast common deviations from normal within the CV/GI system.
- 5.3 Identify tests utilized for diagnosing CV/GI disorders.
- 5.4 Complete a concept map for persons experiencing disorders of the CV/GI system utilizing theories of development and consideration of cultural differences.
- 5.5 Identify treatment modalities and nursing interventions for pre and post-operative conditions of the GI/CV system.
- 5.6 Identify nutrition and drug therapies of patients experiencing disorders of the CV/GI system.
- 5.7 Describe therapeutic communication and caring behaviors necessary for interacting with patients and families experiencing acute and chronic illness or death and dying.
- 5.8 Discuss the evaluation of home health care, the nursing process, and family social involvement in holistic care of the adult patient experiencing disorders of the GI/CV system.
- 5.9 Identify considerations for geriatric patients experiencing alterations in the GI/CV system.
- 5.10 Describe the process of collaboration with members of the health care team in caring for patients experiencing diseases and disorders of the GI/CV system.

**Unit 6: Neurology (CO # 1, 2, 3, 4, 5)**

- 6.1 Review the anatomy and physiology of the neurological and neuromuscular system.
- 6.2 Compare and contrast common deviations from normal within the neurological and neuromuscular systems.
- 6.3 Identify tests used in diagnosing neurological and neuromuscular disorders.
- 6.4 Complete a concept map for persons experiencing neurological and neuromuscular disorders utilizing theories of development and consideration of cultural differences.
- 6.5 Identify treatment modalities and nursing interventions for pre and post-operative patients with neurological and neuromuscular disorders.
- 6.6 Identify nutrition and drug therapies of patients experiencing neurological neuromuscular disorders.
- 6.7 Describe therapeutic communication and caring behaviors necessary for interacting with patients and families experiencing acute and chronic illness or death and dying.
- 6.8 Discuss the evaluation of home health care, the nursing process, and family social involvement in holistic care of the adult patient experiencing neurological and neuromuscular disorders.
- 6.9 Identify considerations for geriatric patients experiencing neurological and neuromuscular disorders.

**Unit 7: Renal (CO # 1, 2, 3, 4, 5)**

- 7.1 Review the anatomy and physiology of the renal system.
- 7.2 Compare and contrast common deviations from normal within the urinary system.
- 7.3 Identify tests utilized for diagnosing urinary disorders.
- 7.4 Complete a concept map for persons experiencing disorders of the urinary system utilizing theories of development and consideration of cultural differences.
- 7.5 Identify treatment modalities and nursing interventions for pre and post-operative conditions of the urinary system.
- 7.6 Identify nutrition and drug therapies of patients experiencing disorders of the urinary system.
- 7.7 Describe therapeutic communication and caring behaviors necessary for interacting with patients and families experiencing acute and chronic illness or death and dying.
- 7.8 Discuss the evaluation of home health care, the nursing process, and family social involvement in holistic care of the adult patients experiencing disorders of the urinary system.
- 7.9 Identify considerations for geriatric patients experiencing alterations in the urinary system.
- 7.10 Describe the process of collaboration with members of the health care team in caring for patients experiencing diseases and disorders of the urinary system.

**REQUIRED TEXTBOOKS:**

- Deglin, J. & Vallerand, A. *Davis's Drug Guide for Nurses* (12<sup>th</sup> Ed.). Davis: Philadelphia
- Gahart, B. & Nazareno, A. (2012), *Intravenous Medications. A Handbook for Nurses and Health Professionals* (28th Ed.) Mosby: St. Louis.
- Pagana, K.D. & Pagana, T.J. (2006) *Mosby's Manual of Diagnostic & Laboratory Test* (3rd Ed). Mosby: St Louis
- Smeltzer, Suzanne C. & Bare, Brenda G. (2010) *Brunner & Suddarth's Textbook of Medical Surgical Nursing* (12th Ed.) Lippincott, Williams & Wilkins: Philadelphia
- Sylvestri, L. (2008) *Saunders Comprehensive Review NCLEX RN* (4th Ed.). Saunders: Philadelphia
- Winningham & Prusser (2005) *Critical Thinking in Medical-Surgical Settings: A Case Study Approach* (3<sup>rd</sup> Ed.). Mosby: St. Louis

**COURSE POLICIES:**

1. **In order to be admitted to the first day of class/clinical proof of required health information (immunizations), CPR, fingerprints, health & liability insurance, etc. MUST be in the students file in the nursing office. If any of the information is not in file, the student will be required to obtain the information BEFORE being able to attend class/clinical.**
2. Adhere to the requirements delineated in the Nursing Student Handbook.
3. Must achieve a minimum grade of 75 in RNSG 1443 and a "Pass" in RNSG 1361 on the clinical evaluation tool in order to progress to third semester.
4. Complete all assignments in class and clinical.
5. All assigned written work must be turned in or the student will receive a failure for the semester. Assignments are graded as satisfactory or unsatisfactory.
6. **Cell phones and beepers are distracting to students and the instructors. Cell phones and beepers must be turned off or placed in the silent mode while in class.**
7. Lap tops may be utilized in class for scribing lecture notes. Other lap top uses are prohibited.
8. Content to be tested on the unit exams will follow the course objectives and include math problems, assigned reading, audio-visual/learning aids, classroom content, study guides, and other assigned activities.
9. See the following policies:

**Attendance Policy:**

See student handbook under General Information. All class sessions on a given day are considered as one class for attendance. To report class absence, call your instructor. The student must make arrangements to obtain any information that was missed during the absence. Punctual attendance is expected for success in this class. Tardiness will not be tolerated and cumulatively counts as an absence.

In order to receive credit for attendance, students will be responsible for documenting his/her attendance, for both classroom and lab components, utilizing provided sign in sheets.

**Absence from Examinations:**

**Missed examinations will be made up within 7 days from the test date unless prior arrangements have been made with the instructor.** Students must notify the instructor BEFORE missing the exam. It is the student's responsibility to make arrangements with the instructor to make up the exam. A grade of "0" will be given for any test not taken within the seven day grace period or prior arrangements have been made with the instructor. No more than two exams may be made up. Even if a student is to receive a grade of "0" the exam must be taken in order to pass this course; (taking the exam will give both the student and the instructor an indication of the knowledge content the student has obtained over the exam content).

Notification of grades: Grades will be available on Blackboard by the next scheduled class time.

**Review of Exams:**

Class review of exams will occur on the day of the exam or the next scheduled class day (providing all students have taken the exam). Exam item challenges must be written on approved forms and submitted by the end of the day on the day of taking the exam (by 4:00 pm). The method and procedure for exam review is determined by the individual instructor. A student must make an appointment with the instructor within one week of the exam to review the exam unless prior arrangements are made with the instructor. **Students exams will be destroyed two weeks after the exam has been taken and grades posted.**

There will be no class review of the final exam. Faculty is under no obligation to routinely review the final exam with individual students. If the instructor allows a student to review the final exam, it must be done within two days of taking the exam.

**Expectations for Engagement – Face to Face Learning**

To help make the learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the learning environment. Students and instructors are welcome to exceed these requirements.

**Reasonable Expectations of Engagement for Instructors**

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
  - provided my contact information at the beginning of the syllabus;
  - respond to all messages in a timely manner through telephone, email, or next classroom contact; and,
  - notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I'm unavailable.
2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
  - provide clear information about grading policies and assignment requirements in the course syllabus, and

- communicate any changes to assignments and/or to the course calendar to students as quickly as possible.
3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
- return classroom activities and homework within one week of the due date and
  - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

### Reasonable Expectations of Engagement for Students

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
- attend the course regularly and line up alternative transportation in case my primary means of transportation is unavailable;
  - recognize that the college provides free wi-fi, computer labs, and library resources during regular campus hours to help me with completing my assignments; and,
  - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my personal computer equipment or internet service is unreliable.
2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to,
- missing class when a major test is planned or a major assignment is due;
  - having trouble submitting assignments;
  - dealing with a traumatic personal event; and,
  - having my work or childcare schedule changed so that my classroom attendance is affected.
3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
- seek out help from my instructor and/or from tutors;
  - ask questions if I don't understand; and,
  - attend class regularly to keep up with assignments and announcements

### **PROCEDURE FOR REQUESTING SPECIAL ACCOMMODATIONS**

Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If the student has any special needs or issues pertaining to access to and participation in any class at Odessa College, please contact the Office of Disability Services at 432-335-6861 to request assistance and accommodations.

Nursing students with a disability who request reasonable accommodations should meet with the Program Director no later than the first week of classes. Reasonable accommodations will be provided as authorized by the Office of Disability Services as long as the ability to meet course requirements is not compromised. Nursing faculty provide no accommodations without authorization. It is the student's responsibility to be a self-advocate when requesting accommodations. The student will need to meet with each course instructor at the beginning of class to discuss the particular accommodation needed. Documentation of special needs will be maintained in the student's file.

Approved: 6/05; 7/09  
Updated 8/12 dkw

## **Student Contract RNSG 1443 SPRING 2001**

I have read the course syllabus for RNSG 1443, the Odessa College Handbook, and the Nursing Department Student Handbook. I understand the requirements, grading policies, and attendance policies for RNSG 1443. I received a copy of the **Odessa College Nursing Program Student Handbook** on orientation to the nursing program.

I have in my possession information regarding Declaratory Orders. I understand that it is my responsibility to apply for a Declaratory Order from the Texas Board of Nursing if there is any question concerning my being eligible to take the NCLEX-RN examination. I further understand that the fee required for petitioning a Declaratory Order is subject to change.

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Student Name (Print):** \_\_\_\_\_

**Instructor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_