

ODESSA COLLEGE ASSOCIATE DEGREE NURSING PROGRAM
SYLLABUS RNSG 2331
FALL 2012

COURSE TITLE: ADVANCED CONCEPTS OF ADULT HEALTH
CREDIT HOURS: 3 CREDIT HOURS (2 LECTURE/3 LAB)
PREQUISITES: RNSG 2201; RNSG 2208; RNSG 2260; RNSG 2261
COREQUISITES: RNSG 2262; PHED 1100; HUMANITIES REQUIREMENT
COURSE PLACEMENT: 4TH SEMESTER OF NURSING PROGRAM
CERTIFICATION AGENCY: TEXAS BOARD OF NURSING (BON)
FACULTY: Sarah Shellenberger, MSN, RN, CLNC

Office Number: CT 208—Office hours will be posted on Blackboard and Web Advisor; students may also contact the instructor by telephone, cell phone, the OC nursing office, or email.

Office Telephone: 432-335-6627

Cell: 432-770-3218

OC Nursing Office: 432-335-6672

E-mail: sshellenberger@odessa.edu

COURSE DESCRIPTION: Application of advanced concepts and skills for the development of the professional nurse's roles in complex nursing situations with adult patients and families with complex health needs involving multiple body systems in intermediate and critical care settings. Emphasis will be placed on the knowledge, judgment, skills, and professional values within a legal/ethical framework. (SCANS 1, 3, 4, 5, 6, 8, 9, 10, 11)

END-OF-COURSE OUTCOMES: Prioritize the roles of the professional nurse in the provision of care for adult patients and families. Design and evaluate care for adult patients and families with advanced health care needs.

COURSE OBJECTIVES: Course objectives 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 Objectives).

As a Member of the Profession:

1. Examine issues affecting the registered nurse role and delivery of culturally-sensitive care to patients and their families with complex health care alterations within the critical care environment (PO 2).
2. Justify the importance of professional characteristics such as altruism, human dignity, truth, justice, freedom, equality, and esthetics when caring for patients and their families with complex health alterations (PO 2).
3. Determine the importance of changing roles and competencies in professional nursing while caring for patients and their families with complex health alterations (PO 4).

As a Provider of Patient-Centered Care

4. Select resources of accurate and scientifically valid current information as a basis for decision making in the care of patients and their families with complex health alterations (PO 5).
5. Determine the physical and mental health status, needs, and preferences of culturally, ethnically, and socially diverse patients and their families experiencing complex health alterations based upon interpretation of comprehensive health assessment findings compared with evidence-based health data (PO 6).
6. Discuss characteristics, concepts, and processes related to disease transmission, risk factors, preventative health practices and their implications for patients and their families experiencing complex health alterations (PO 6).
7. Select evidence-based complementary health care practices which integrate elements of the nursing process with patients experiencing complex health needs involving multiple body systems. (PO 6).
8. Analyze assessment data to identify problems, formulate outcomes, and develop plans of care, and determine effective communication for patients and their families with complex health alterations using information from evidence-based practice (PO 7).
9. Determine the relationship between the nursing plan of care, the therapeutic regimen, the plan of care of other interdisciplinary health care team members, and basic cost factors in the care of patients and their families with complex health alterations (PO 7).
10. Discuss the legal and professional implications that relate to the care of patients with complex health alterations while providing safe, compassionate, and comprehensive nursing care (PO 10).
11. Assess safe, compassionate, comprehensive nursing care to patients and their families by analyzing standards of care, professional ethics, professional characteristics and values utilized in the care of clients with complex health alterations (PO 8).
12. Choose the plan of care for patients and their families within legal, ethical, and regulator parameters and in consideration of disease prevention, wellness, and promotion of healthy lifestyles while advocating for rights and responsibilities of patients with complex health care needs and their families (PO 9)

As a Patient Safety Advocate:

13. Select measures which promote the management of an environment for safety and quality for patients with complex health care needs and their families (PO 14).
14. Recommend goals and outcomes using evidence-based practice for disaster preparedness and communicable disease prevention and control for patients and their families while maintaining current national and state standards and guidelines and local procedures for infection control (PO 15).

As a Member of the Health Care Team:

15. Determine the best methods for coordinating, collaborating, and communicating with patients with complex health care needs, their families, and the interdisciplinary team to plan, deliver and evaluate patient-centered care (PO 19).
16. Discuss the rights and responsibilities of patients with complex health care needs and their families regarding health care, the role of the nurse as advocate for patients with complex health care needs and their families, and the role and responsibility of the professional nurse for public safety and welfare when caring for patients with complex health needs (PO 20)
17. Select community resources for patients with complex health needs and their families that facilitate continuity of care; health promotion; maintenance, and restoration, and ensure confidentiality, while advocating the roles of family and significant others providing support to the patient and being aware of current policies affecting the costs and availability of community resources (PO 21).

REQUIRED READINGS/MATERIALS:

TEXTBOOKS: The following textbooks and references are required:

- Deglin, J.& Vallerand, A. (2009). Davis Drug Guide for Nurses (11th Ed.).
Davis: Philadelphia ISBN: 978-0-8036-1911-1
- Pagana, K.D & Pagana, T.J. (2006) Mosbys Manual of Diagnostic &
Laboratory Test (2nd Ed). Mosby: St Louis
- Smeltzer, Suzanne C. & Bare, Brenda G. (2008) Brunner & Suddarth's
Textbook of Medical Surgical Nursing (11th Ed.) Lippincott,
Williams & Wilkins: Philadelphia ISBN: 978-0-7817-5978-6

COMPUTER/INTERNET: <http://blackboard.odessa.edu/>

REQUIRED SUPPLIES:

Scantron answer sheets, Form No. F-288-PAR-L. ID number for scantron sheets throughout the course will be: 0000+last 4 digits of student social security number, left justified, no spaces, remaining spaces will be left blank. Wrinkled, folded, or otherwise damaged scantron forms will not be accepted.

"This course ADVANCED CONCEPTS OF ADULT HEALTH, RNSG 2331, Fall 2012 has been identified as a course by Career, Technical, and Workforce Education as one in which teaching and learning strategies adopted by AVID will be implemented. As a student in the Nursing program, you will be expected to develop an understanding of the strategies, to model the strategies, to maintain fidelity of implementation, and to examine how these strategies may impact your effectiveness as a professional in your chosen area of occupation, either through coursework or practicum experience as outlined by the course instructor."

NO MATERIALS ARE OPTIONAL FOR THIS COURSE.

COURSE REQUIREMENTS (Lectures, Assignments and Assessments):

TEACHING/LEARNING METHODS:

The following methods may be incorporated into RNSG 2331: Technological instructional modalities including Smart Board to incorporate various media presentations, advanced level case studies emphasizing clinical decision making; group activities, and guest speaker The laboratory component provides students an opportunity to explore critical thinking in advanced medical/surgical situations.

Topic/Overview: Summary of Assignments & Activities

Item(Name)	Type	Description	Due
Unit I - Cardio-vascular	Read Chapter 26-31 Smeltzer Lecture/Discussion/Group Activities - Quizzes and Exam	Cardiac diseases and dysfunction; ECG interpretation and hemodynamic monitoring; and Cardiovascular surgery	See Course Calendar at end of assignments and objectives.
Unit II	Smeltzer Read Chapter 6 - Stressors , pages 294-297 acid-base, chapter 15 shock, chapter 23 begin with SARS on page 567, then remainder of chapter 23 from page 576 chapter 25 begin on page 645. Lecture/Discussion/Group Activities - Quizzes and Exam	Critical care stressors; Physiological stress; Acid/base balance (review), Shock, (review); Respiratory diseases; Ventilators; ET tubes; and Tracheostomy review); Respiratory diseases; Ventilators; ET tubes; and Tracheostomy	See Course Calendar at end of assignments and objectives.
Unit III	Read Smeltzer Chapter 44 begin on page 1320, Chapter 39 Read all Lecture/Discussion/Group Activities - Quizzes and Exam	Hepatitis, Cirrhosis; Renal failure; and Dialysis	See Course Calendar at end of assignments. and objectives.
Unit IV	Read Smeltzer Chapter 61 pages 1857-	Neurological disorders;	See Course

	1880, Chapter 63 all, Chapter 64 all. Lecture/Discussion/Group Activities - Quizzes and Exam	Neurosurgery	Calendar at end of assignments and objectives.
Unit V	Read Smeltzer Chapter 57 and 71 and page 593-599 chest trauma Lecture/Discussion/Group Activities - Quizzes and Exam,	Burns, Trauma, Emergency Care, and Disaster Nursing	See Course Calendar at end of assignments and objectives.

UNIT OBJECTIVES: Upon completion the student will be able to:

Unit I

1. Explain the process a patient with heart disease goes through from risk factors through MI and the related diagnostic tests, treatments, interventions, and care that is provided by the professional nurse. (CO 1, 4, 5, 6, 7, 8, 9, 12, 13).
2. Identify the lethal cardiac arrhythmias and the appropriate medications, treatments, and nursing actions to take for each. (CO 1, 4, 5, 6, 7, 8, 9, 12, 13)
3. Discuss the legal, ethical, and professional liability issues that may arise when a professional nurse acts as an advocate for a critically ill cardiac patient in a life or death situation. (CO 2, 3, 10, 11, 12, 13, 15, 16, 17).
4. Explain the pathophysiology, symptoms, and management of a client with congestive heart failure. (CO 1, 4, 5, 6, 7, 8, 9, 12, 13)
5. Explain the various invasive hemodynamic monitoring devices utilized in critical care settings, such as pulmonary artery catheters, arterial lines, and central venous lines/monitoring, and the professional nursing responsibilities that are associated with them. (CO 8, 13)
6. Describe the risk factors, signs and symptoms, diagnostic tests, diagnosis, and treatment of various types of aneurysms; include the appropriate professional nursing actions to take for each. (CO 1, 4, 5, 6, 7, 8, 9, 12, 13)
7. Explain the signs and symptoms of each diseased cardiac valve and what impact it will have on a patient's health and well being; include the appropriate nursing care/actions to take. (CO 1, 4, 5, 6, 8)
8. Discuss the community resources and support systems that area available to cardiac patients and their families. (CO 17)
9. Explain the elements of nursing plans of care, teaching plans, dietary plans, and discharge plans take are appropriate for acute and critically ill cardiac patients while taking into consideration possible cultural, financial, social, and personal values would have influenced the development of the patient as an individual. (CO 15, 16)

Unit II

1. Recognize the wide variety of stressors that impact a patient's health and wellbeing in the critical care settings and how to assist the patient/family to minimize these effects through the use of individual, family and group coping mechanisms, community referrals, and support groups. (CO 1, 4, 5, 6, 7, 8, 9, 12, 13)
2. Correctly calculate and administer IV fluids and medications utilizing various methods in the laboratory setting, while recognizing the legal and professional standards that apply in these situations. (CO 9, 13)
3. Explain how shifts in the acid-base balance affects cellular metabolism, how the change is reflected in the Arterial Blood Gas results, and the professional nursing responsibilities that are implicit in these situations. (CO 4, 5, 7, 8, 12, 13)
4. Differentiate between the stages of and types of shock and indicate the appropriate diagnostic tests, medical/nursing treatments and responses for a professional nurse to take when caring for the patient (CO 1, 4, 5, 8, 9, 12, 13)
5. Identify and differentiate the signs and symptoms of various complex critical respiratory diseases and the proper nursing responses/actions to take (CO 1, 4, 5, 8, 9, 12, 13)
6. Obtain a basic understanding of the indications for and uses of mechanical ventilation, the nursing care that is appropriate for these patients, and what actions the nurse can legally carry out while caring for these patients (CO 1, 4, 5, 8, 9, 13).
7. Identify a variety of potential assessment findings and nursing interventions that relate to acute and complex respiratory problems. (CO 4, 5, 6, 7, 8, 9, 13).
8. Discuss the various legal, ethical, and moral issues that arise when the professional nurse acts as a patient advocate in situations where discontinuance of life support is required and how it impacts the patient and family; include community resources and support systems that are available to assist the family. (CO 2, 3, 10, 11).
9. Explain the nursing responsibilities and care required by a patient who is orally/nasally intubated or has a tracheostomy. (CO 12, 13, 15)
10. Discuss the legal, ethical, and moral responsibilities of the professional nurse when caring for critically ill patients in the hospital and community settings. (CO 2, 3, 10, 11, 16, 17)

Unit III

1. Correlate the various signs and symptoms with the appropriate types of hepatitis and the specific nursing care/actions that are indicated to maintain staff and patient safety and optimize patient outcomes. (CO 1, 4, 5, 8, 9, 12, 13)

2. Explain the disease process of Cirrhosis from onset to end stage liver disease including signs and symptoms, diagnosis, treatment, and nursing care/actions that are indicated and appropriate. (CO 1, 4, 5, 8, 9, 12, 13)
3. Describe the indications for and proper uses of various tubes used to treat and/or diagnose a patient with complex gastric or intestinal health problems and include the nursing actions that are required with each. (CO 8, 13)
4. Demonstrate an understanding of renal insufficiency through end stage renal disease including the diagnostic tests, diagnoses, treatments, precautions and the nursing care/actions that are appropriate including community referrals, financial support systems, and other resources that are available to dialysis patients. (CO 1, 4, 5, 8, 9, 12, 13)
5. Describe the elements of a teaching plan, diet plan, and discharge plan that are appropriate and indicated for a renal failure patient. (CO 8, 9, 12, 13, 15, 16, 17).
6. Identify the legal, ethical, and professional responsibilities the nurse would have when caring for a patient with renal disease, failure, or transplant. (CO 2, 3, 10, 11, 16, 17)
7. Discuss the impact of economic and political issues of a patient with end stage renal failure and how to optimize the outcomes for the patient. (CO 2, 3, 9, 10, 11, 16, 17)

Unit IV

1. Explain the risk factors that predispose a patient to neurological diseases or injury and the education that the patient should receive to minimize them. (CO 1, 4, 5, 8, 9, 12, 13)
2. Describe the diagnostic tests, diagnoses, treatments, and medical/nursing interventions/care that are appropriate for a wide variety of neurological illnesses, diseases, and trauma. (CO 1, 4, 5, 8, 9, 12, 13)
3. Discuss the legal, ethical and professional issues that might be encountered when providing care and acting as an advocate for a patient who is legally brain dead (CO 2, 3, 10, 11, 16, 17)
4. Describe the community resources, financial aide, and support groups that are available to patients with severe and/or chronic neurological diseases or injury within the framework of the legal and ethical responsibilities of the professional nurse. (CO 2, 3, 10, 11, 16, 17)

Unit V

1. Identify the components of the Primary and Secondary survey of a trauma patient.(CO 8, 13)
2. Discuss priority emergency measures instituted for any patient with an emergency condition. (CO 8, 13, 14, 16)
3. Identify the significance of the mechanism of injury of a trauma patient.(CO 1, 4, 5, 8, 9, 12, 13)

4. Identify the significance of the Golden Hour in the care of trauma patients. (CO 8, 9, 13, 15)
5. Identify the priority of care for the patient with multi-system injury. (CO 1, 4, 5, 8, 9, 12, 13)
6. Describe emergency management of patients with intra-abdominal injuries. (CO 1, 4, 5, 8, 9, 12, 13)
7. Identify the emergency management of patients with heat stroke frostbite & hypothermia.(CO 1, 4, 5, 8, 9, 12, 13)
8. Identify the emergency management of patients with ingested, inhaled or skin contact poisons. (CO 1, 4, 5, 8, 9, 12, 13)
9. Discuss the management of patients with chemical ingestion and overdose.(CO 1, 4, 5, 8, 9, 12, 13)
10. Demonstrate an understanding of the diagnoses, care, and medical/nursing treatments that a burn patient requires from onset to resolution including the appropriate interactions with the patient, family, and health care team. (CO 1, 2, 3, 4, 5, 8, 9, 10, 11, 12, 13, 15, 16, 17).
11. Discuss disaster management including triage, bioterrorism and emergency preparedness (CO 14).

GRADING POLICY:

Grades will be calculated as follows and averaged for the final course grade:

Average of 5 unit exams	55%
Daily Grades	10%
ATI comprehensive exam	10%
Final exam	25%

The grading scale for RNSG 2331 is consistent with that of the nursing program as is listed on the table below:

Percentage %	Grade
90-100	A
80-89	B
75-79	C
74.99 - 60	D
<60	F

EVALUATION AND GRADING:

1. Theory objectives for each unit are delineated by units with the assignments listed above. The student will be expected to perform as stated in the objectives on the written exams and in classroom activities.

2. A course grade of 75.0 or better is required to pass RNSG 2331. No assignments are optional. All assignments must be submitted in order to pass RNSG 2331 and its co-requisite clinical course (RNSG 2262).
3. A course final grade below 75.0, does not meet criteria for progression/graduation. Students must meet all course requirements, or a grade of D or F will be assigned according to the above scale. Grades below 75.0 will not be rounded up.
4. 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, there may be other types of questions including fill-in-the-blank or essay questions. Drug calculation questions may be on every major exam. Please consult the course calendar for exam dates.
5. Students will be allowed make up exams only if they have notified the instructor or the Nursing Department prior to the scheduled class period. Once testing has begun, students will not be admitted into the classroom, and make-ups for that exam will be at the discretion of the instructor and the Dean or Director of the Nursing Department. Make-up exams must be taken within one week 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 frame arranged by the student and the instructor, the student will receive a "0" for that exam and the exam grades will be averaged accordingly. **ONLY** one unit exam may be made up. Subsequent missed exams will receive a "0" for that exam and the exam grades will be averaged accordingly. The student may expect an alternate method of testing for the make-up exams, including fill-in-the-blank, essay, or other testing formats.
6. ATI nursing software assignments may be taken two times **ONLY**. ATI software allows the instructor to review assignments. ATI software assignments in which the student has entered more than two times will receive a grade of "0" for the assignment. Printed proof of ATI software assignment completion is due at the start of class on the due date. Please consult the course calendar for due dates.
7. Assignments submitted after the beginning of class on the due date will receive 10 points off and 10 points will be deleted from the assignment grade for each calendar day, including weekends and holidays, the assignment is late. Incomplete assignments will not be graded until all portions of the assignment have been received, and late penalties will accrue until all portions of the assignment have been received.
8. Assignments must be submitted in a folder with pockets with the student's name on the outside of the folder or electronically via email to the instructor. Assignments are not considered as submitted unless they have been signed in with the instructor at the beginning of class, submitted electronically as a PDF or Microsoft Word document, or submitted to the Odessa College nursing department office. Assignments submitted by any other method will be not be accepted and late penalties will apply (see point 7).
9. The final exam will be comprehensive. Post examination review of the final exam will be by appointment only. **Students who do not complete prescribed**

remediation for the ATI comprehensive testing will not be allowed to take the final exam until the remediation is completed.

10. The student will take the Medication Math Competency Exam within the first two (2) weeks of class. A minimum passing score of 92% must be achieved on the exam in order to pass RNSG 2331. Students not passing the first exam will be allowed to take a second exam after they have completed a minimum of two hours of documented remediation. This exam must be taken no later than one week after the first exam. Only two attempts to measure medication math competency will be allowed. If the student is unsuccessful on the second exam, he/she must withdraw from RNSG 2331, Advanced Concepts of Adult Health and its co-requisite clinical course, as well as RNSG 2121, Management of Client Care and its co-requisite clinical course. See Associate Degree Nursing Student Handbook.

11. An ATI Exit Exam proctored exam will be given near the end of the semester. Two (2) to three (3) weeks after the proctored exam a three (3) day ATI review course will be held at Odessa College, with a second proctored exam given 1-2 weeks after the review. The fees for 2 proctored ATI exams and the review course are included in tuition. Additional fees from ATI may apply if the student requires additional testing attempts.

Attendance is required for 8 hours a day for the three (3) days of the review. Any hours missed will be made up by the student completing 500 NCLEX review questions for each one (1) hour of the review that the student is absent.

A second ATI proctored exam will be administered 1-2 weeks after the review. Students will receive points based upon their score as a grade added into the course average as follows: 2 points will be awarded for evidence of preparation for the proctored exam, 2 points will be awarded for evidence of remediation following the exam. Students who receive a predictor score of 95 or better will receive 6 additional points, students who receive a predictor score of 90-94.9 will receive 5 additional points, students who receive a predictor score of 85-89.9 will receive 3 additional points, students who receive a predictor score of 80-84.9 will receive 2 additional points, no additional points will be awarded for students who receive a predictor score of 79.9 or lower, totaling 10 possible points for the assignment. (i.e. a student who does prep work and remediation and receives a 87 predictor score will receive 7 points or 70% for the assignment grade).

Students unsuccessful in meeting a predictor score of at least 92 on the second ATI proctored exam will be required to take a third proctored ATI exam during finals week. If the student is unsuccessful in meeting a predictor score of 92 on the third attempt, they will receive an incomplete, "I" for RNSG 2331 and must meet with the Director or Dean of the Odessa College Nursing Program. The Director/Dean will assign additional requirements the student must meet before RNSG 2331 is considered complete and an affidavit of graduation is submitted to the Board of Nursing. Additional requirements may consist of the

following or other requirements as prescribed by the Director or Dean of the Odessa College Nursing Program:

1. Other review courses or sections
2. Case studies (on-line or other)
3. NCLEX -RN online review media
4. Computer assisted instruction
5. Answering an assigned number of NCLEX type questions from review books or on-line
6. Developing strategies to lessen test anxiety
7. Reviewing ATI programs and taking additional ATI exams to ascertain progress
8. Working with faculty or other designated person to develop test taking skills
9. Re-taking or auditing a(n) nursing course(s)
10. Other strategies as determined by the individual student and Director/Dean of the Odessa College Nursing Program

Results of the Plan of Success will be evaluated by the Director/Dean. If satisfactory, the grade of "I" will be changed to the grade received in the course work for RNSG 2331. The date for completion of graduation requirements will be established by the Nursing Department and the Office of the Registrar.

The Affidavit of Graduation will be sent to the Board of Nursing by the Director/Dean of the Odessa College Nursing Program once all graduation requirements are met and the degree is posted. If unsatisfactory, the student will complete other requirements before the Affidavit of Graduation is sent to the Board of Nursing.

COURSE POLICIES:

Attendance

In order to be successful, it is essential that the student attend all classes and labs. A pattern of absences (2 or more) will require a documented remediation plan with the student and instructor for successful course completion. Punctuality is an expected behavior in professional nursing, and thus is required of all RNSG 2331 students. A pattern of tardiness (3 or more episodes) will require a documented remediation plan with the student and instructor for successful course completion. If absent from class or lab, the student is responsible for all material presented or assigned. Students are responsible for notifying the instructor if he or she anticipates an absence from class. A sign-in sheet will be provided for each class and lab period. Students who do not sign-in will be considered absent.

Daily Grades

Daily grades are a combination of ATI assignments, quizzes and other assignments. Students not in class when a quiz for a daily grade has begun will not be allowed to take or make-up that quiz. Quizzes will not be allowed to be made-up in the event of absence.

Electronic Devices

Any electronic devices, such as cell phones, or pagers must be turned off in order to provide an environment conducive to learning. Students may, at the discretion of the instructor, record classroom sessions. Student's texting or using cell phones in any other manner will be asked to leave the class room. All electronic devices, with the exception of Odessa College issued computers or calculators will be turned off and placed in a designated area in the classroom during testing of unit exams, the final exam, and the ATI proctored exam. Use of prohibited devices during testing will result in the student being removed from the testing environment with plan of action to be determined by the student, the instructor, and the Dean or Director of the Nursing Department which may include up to a grade of "0" for that test.

For additional information refer to the Cell Phone Use at Clinical Agencies; PDA, Social Media/Social Networking policies.

Nursing Student Handbook

Students must follow the policies in the Nursing Student Handbook. The Handbook is available on the Odessa College home page (www.odessa.edu) under the Nursing Department. Individual copies are made available to students on request in the Nursing Office.

Exam Question Challenges

Any student who wishes to challenge an exam question must do so in writing within 7 calendar days of the exam. A test challenge form must be completed and submitted to the instructor. Verbal test challenges will not be accepted either in or out of class. No test question challenges are permitted on the final exam.

Post-Exam Review

Exam reviews will be conducted according to the instructor's preference. The test booklets are the property of the instructors and may not be copied.

Attire

Attire in the classroom is per Odessa College standards. However, during the semester, 4th semester students are generally invited to luncheons or other meetings from health care organizations in the area. Students are expected to wear business casual attire for these luncheons (no jeans, shorts, t-shirts, low-necklines, or high hemlines).

At the end of the semester, graduating students will be expected to attend pinning. Attire for pinning is business attire (what a person would be expected to wear to church or to an interview) with lab coat without patches.

LABORATORY COMPONENT OF RNSG 2331

The laboratory component of 2331 is designed to improve clinical skills and critical thinking skills.

The following skills that will be taught or reviewed within the appropriate unit.

1. Defibrillation and cardioversion.
2. Calculating IV infusion rates for medications administered in mcg/kg/min
3. Hemodynamic monitoring and the nursing care involved at the associate degree nursing level. This includes arterial monitoring and Swan Ganz monitoring.
4. Complex respiratory modalities including, endotracheal intubation/extubation, ventilator maintenance and tracheostomy tubes. Demonstrate the ability to interpret ABG results correctly.
5. Beginning ECG interpretation and management of dysrhythmias to include the following rhythms:
 - a. Normal Sinus Rhythm (NSR)
 - b. Sinus Tachycardia (ST)
 - c. Sinus Bradycardia (SB)
 - d. 1st degree AV block
 - e. Atrial Fibrillation and Atrial Flutter
 - f. Premature Ventricular Contractions (PVCs)
 - g. Ventricular Tachycardia
 - h. Ventricular Fibrillation
 - i. Asystole
6. Perform a complete neurological examination including the evaluation of the cranial nerves and the Glasgow Coma Scale.
7. Identify the criteria for determining brain death.
8. Describe assessment techniques for the client in renal failure: including, an AV fistula, hemodialysis, and peritoneal dialysis.
9. Describe assessment techniques and nursing care for the client with cirrhosis, including the utilization of the Blakemore tube and ice saline lavages.
10. Describe components of a primary and secondary survey in an ED setting.

11. Calculate the classifications of burns, the stage of the burn, and the amount of fluid necessary for burn resuscitation.
12. Describe the components of a cardiopulmonary arrest (code).

Information in this syllabus may change as needed during this semester.

Special Needs

Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you have any special needs or issues pertaining to your access to and participation in this or any other class at Odessa College, please feel free to contact me to discuss your concerns. You may also call the Office of Disability services at 432-335-6861 to request assistance and accommodations.

Learning Resource Center (Library)

The Library, known as the Learning Resource Center provides research assistance via the LRC's catalog (print books, videos, e-books) and databases (journal and magazine articles). Research guides covering specific subject areas, tutorials, and the "Ask a Librarian " service provide additional help.

Student E-mail/Student Portal

Please access your Odessa College Student E-mail, by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>. All assignments or correspondence will be submitted using your Odessa College email.

Technical Support

For Blackboard username and password help and for help accessing your online course availability and student email account contact the Student Success Center at 432-335-6878 or online at https://www.odessa.edu/dept/ssc/helpdesk_form.htm.

Important School Policies

For information regarding student support services, academic dishonesty, disciplinary actions, special accommodations, or students' and instructors' right to academic freedom can be found in the Odessa College Student Handbook.

Student Contract

Each student is required to sign and date a document (found under the syllabus tab in Blackboard) attesting they have read and understand this syllabus, the OC nursing department student handbook, and the course calendar. Additionally, students must attest they are able to access Blackboard and their student emails and are able to access the

Announcements, Course Documents, Syllabi, and Gradebook within Blackboard and the student portal. Students must attest understanding of class expectations to check Blackboard and student emails frequently for announcements and communication from the instructor. Grades will not be posted in grade book until this document is received by the instructor. It is highly recommended that students read the syllabus, sign and date the agreement during the first week of classes.

Expectations for Engagement – Online Learning

To help make the web-based learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the online 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 within 24 hours if received Monday through Thursday and within 48 hours if received Friday through Sunday; 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
 - post grades for discussion postings within one week of the discussion thread closing.
 - 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
 - line up alternative computer and internet access in case my primary computer crashes or my internet services is unavailable;

- recognize that the college provides free wi-fi and computer labs during regular campus hours to help me with accessing my course; and,
 - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my equipment or 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
 - getting “kicked off” of the system during tests or quizzes;
 - having trouble submitting assignments; and
 - dealing with a traumatic personal event.
 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,
 - access my course several times during the week to keep up with assignments and announcements.

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 announcement.

The Odessa College Student Success Coaches will help you stay focused and on track to complete your educational goals. If an instructor sees that you might need additional help or success coaching, he or she may submit a Retention Alert or a Starfish Alert. A Student Success Coach will contact you to work toward a solution.

"The SEI process for face-to-face and online courses is scheduled for the week of November 26th."