



**Department:** ASSOCIATE DEGREE NURSING PROGRAM  
**Course Title:** ADVANCED CONCEPT OF ADULT HEALTH  
**Section Name:** RNSG 2331  
**Semester:** FALL 2013  
**Time:** Thursday 0930 – 1120  
Lab – Thursday 1300 - 1550  
**Classroom:** CT 206  
**Instructor:** Linda Cockrell, MSN RN  
**Email:** lcockrell@odessa.edu  
**Office:** 200 B  
**Phone:** 432-335-6556 (office); 432-528-1661 (cell)  
**Office Hours:** Wednesday 1300 - 1800

**Total Course Hours:** 3 Credit Hours; 2 Lecture Hours Weekly & 3 Lab Hours Weekly

**Placement:** Second year, fourth semester of the Associate Degree Nursing Program

**Course Description:**

Application of concepts and skills for the development of the professional nurse's roles with adult patients and families involving multiple body systems. Emphasis on advanced knowledge, judgment, skills, and professional values within a legal/ethical framework. This course lends itself to a blocked approach. (ICO's 1, 2, 3, 4, 5, 6)

**End-of-Course Outcomes:** Prioritize and incorporate theory, concepts, and skills involving advanced medical technology, equipment, procedures, laws, and regulations in the critical care areas; and illustrate the roles of nurses in the critical care areas.

**Required Texts:**

Deglin, J. & Vallerand, A. (2009). *Davis drug guide for nurses* (11<sup>th</sup> edition). Philadelphia: Davis.

Pagana, K. & Pagana, T. (2009). *Mosby's manual of diagnostic & laboratory test* (4<sup>nd</sup> edition). St.

Louis: Mosby.

*RN adult medical surgical nursing* (8<sup>th</sup> edition). (2010). [www.atitesting.com](http://www.atitesting.com) : ATI Nursing Education.

Smeltzer, S. & Bare, B. (2008). *Brunner & Suddarth's textbook of medical surgical nursing* (11<sup>th</sup> edition).

Philadelphia: Lippincott, Williams, & Wilkins

**Description of Institutional Core Objectives (ICO's)**

Given the rapid evolution of necessary knowledge and skills and the need to take into account global, national, state, and local cultures, the core curriculum must ensure that students will develop the essential knowledge and skills they need to be successful in college, in a career, in their communities, and in life. Therefore, with the assistance of the Undergraduate Education Advisory Committee, the Coordinating Board has approved guidelines for a core curriculum for all undergraduate students in Texas.

Through the application and assessment of objectives within the institution's core curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world; develop principles of personal and social responsibility for living in a diverse world; and advance intellectual and practical skills that are

essential for all learning. Appropriate Odessa College faculty periodically evaluates all of the courses listed in the descriptions on the following pages of this catalog and keys them to Odessa College’s Institutional Core Objectives (ICOs), as defined by the Texas Higher Education Coordinating Board (THECB). (Source: *Odessa College Catalog of Courses 2012-2013, page 73*)

**Odessa College’s Institutional Core Objectives (ICOs):**

- 1) *Critical Thinking Skills* - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- 2) *Communication Skills* - to include effective development, interpretation and expression of ideas through written, oral and visual communication
- 3) *Empirical and Quantitative Skills* - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- 4) *Teamwork* - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- 5) *Personal Responsibility* - to include the ability to connect choices, actions and consequences to ethical decision-making
- 6) *Social Responsibility* - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

**Learning Outcomes for ADVANCED CONCEPTS OF ADULT HEALTH** (Source: *Odessa College Catalog of Courses*)

<b>OUTCOMES:</b>	<b>ICO</b>
1. Examine issues affecting the registered nurse and delivery of culturally-sensitive care to patients and their families with complex health care alterations within the critical care environment.	<i>Critical Thinking Skills</i> - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
2. Discuss characteristics, concepts, and processes related to disease transmission, risk factors, preventive health practices and their implications for patients and their families experiencing complex health alterations.	<i>Communication Skills</i> - to include effective development, interpretation and expression of ideas through written, oral and visual communication

OUTCOMES: (con't)	ICO
3. Select resources of accurate and scientifically valid current information as basis for decision making in the care of patients and their families with complex health alterations.	<i>Empirical and Quantitative Skills</i> - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
4. 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.	<i>Teamwork</i> - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
5. Determine the importance of changing roles and competencies in professional nursing while care for patients and their families with complex health alterations.	<i>Personal Responsibility</i> - to include the ability to connect choices, actions and consequences to ethical decision-making
6. 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.	<i>Social Responsibility</i> - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

## Odessa College Policies

### **Academic Policies**

Note that the OC Student Handbook states (page 32) that “[i]n cases of academic dishonesty, the instructor has the authority to impose appropriate scholastic penalties. Complaints or appeals of disciplinary sanctions may be filed in accordance with the college due process procedure. Copies of the college due process procedure are available in the office of The Director of Student Life (CC104).”

For more information on your rights and responsibilities as a student at Odessa College, please refer to the following: *The 411 of OC: Student Handbook 2012-2013; Student Rights & Responsibilities*

<http://www.odessa.edu/dept/studenthandbook/handbook.pdf>

### **Scholastic Dishonesty**

Scholastic dishonesty shall constitute a violation of these rules and regulations and is punishable as prescribed by board policies. Scholastic dishonesty shall include, but not be limited to, cheating on a test, plagiarism and collusion.

#### **"Cheating on a test" shall include:**

- Copying from another student's test paper
- Using test materials not authorized by the person administering the test
- Collaborating with or seeking aid from another student during a test without permission from the test administrator

- Knowingly using, buying, selling, stealing or soliciting, in whole or in part, the contents of an unadministered test
- The unauthorized transporting or removal, in whole or in part, of the contents of the unadministered test
- Substituting for another student, or permitting another student to substitute for one's self, to take a test
- Bribing another person to obtain an unadministered test or information about an unadministered test
- "Plagiarism" shall be defined as the appropriating, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own written work
- "Collusion" shall be defined as the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements (Source: *Odessa College Student Handbook 2012-2013, page 29-30*)

### **Special Populations/Disability Services/Learning Assistance**

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.

Odessa College affirms that it will provide access to programs, services and activities to qualified individuals with known disabilities as required by **Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 (ADA)**, unless doing so poses an undue hardship or fundamentally alters the nature of the program or activity. Disabilities may include hearing, mobility or visual impairments as well as hidden disabilities such as chronic medical conditions (arthritis, cancer, diabetes, heart disease, kidney disorders, lupus, seizure disorders, etc.), learning disabilities or psychiatric or emotional disabilities. A student who comes to Odessa College with diagnosed disabilities which may interfere with learning may receive accommodations when the student requests them and submits proper documentation of the diagnosis. A Request for Accommodations form and guidelines for beginning the request process are available in the OC Help Center or on the Odessa College web site at [www.odessa.edu/dept/counseling/disabilities.htm](http://www.odessa.edu/dept/counseling/disabilities.htm). The college strives to provide a complete and appropriate range of services for students with disabilities such as assistance with testing, registration, information on adaptive and assistive equipment, tutoring, assistance with access and accommodations for the classroom where appropriate. For information regarding services, students with disabilities should contact the Office of Disability Services in the OC Help Center located in Room 204 of the Student Union Building or call 432-335-6433. (Source: *Odessa College Catalog of Courses 2012-2013, page 52*)

### **Dropping a Course or Withdrawing from College**

Students wishing to drop a non-developmental course may do so online using WebAdvisor, at the Wrangler Express, or Registrar's Office. A student wishing to drop a developmental course or withdraw from college should obtain a drop or withdrawal form from the Wrangler Express or the Registrar's Office. Students are encouraged to consult with instructors prior to dropping a class. Students may not completely withdraw from the college by use of the Web. Students must drop a class or withdraw from college before the official withdrawal date stated in the class schedule. Students who are part of the Armed Forces Reserves may withdraw with a full refund if the withdrawal is due to their being ordered into active duty. A copy of the student's orders must be presented to the Registrar's Office at the time of the withdrawal. For details, please contact the Office of the Registrar. **No longer attending class does not automatically constitute withdrawal from that class,**

**nor does a student's notification to an instructor that the student wishes to be dropped. Failure of a student to complete the drop/withdrawal process will result in a grade of "F."** (Source: *Odessa College Catalog of Courses 2012-2013, page 36*)

### **Learning Resource Center (LRC; Library)**

The Library, known as the Learning Resources 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 Success Center (SSC)**

Located in the LRC, the Student Success Center (SSC) provides assistance to students in meeting their academic and career goals. We strive to provide new and updated resources and services at no charge to OC students. Academic support services include tutoring, study skills training, workshops, and the mentoring program. Tutoring is available for a variety of subjects including college mathematics, English, government, history, speech, chemistry, biology, and all developmental coursework. Appointments are preferred, but walk-ins will be served as soon as possible. Smarthinking online tutoring is also available. All computers in the center have Internet access, Microsoft Office, and software resources to assist OC students in improving their reading, writing and mathematical skills. The center also offers special assistance to students preparing for the THEA/COMPASS test. Computer lab assistants are available to assist students with student email, Blackboard, OC portal, Course Compass and more. For more information or to make an appointment, please call 432-335-6673 or visit [www.odessa.edu/dept/ssc/](http://www.odessa.edu/dept/ssc/) (Source: *Odessa College Catalog of Courses 2012-2013, page 54*)

### **Student E-mail**

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/>

**Correspondence will be submitted using your Odessa College email as an alternative method to contact you with information regarding this course.**

### **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](https://www.odessa.edu/dept/ssc/helpdesk_form.htm)

### **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.

### **Tobacco Free Policy**

In accordance with Tobacco-Free Policies of area health care facilities, students are **NOT** allowed to consume tobacco during clinical experiences. Students are not allowed to leave the grounds of the health care facility to consume tobacco (or for any other reason). If a student leaves the grounds of the clinical site or violates the Tobacco-Free Policy of the Odessa College Nursing Program or of a clinical facility, a written warning will be issued to the student by the instructor for the first event. If a second event occurs, a second written warning will be issued. The student will receive a clinical failure for the clinical course on which he/she is enrolled if a third violation occurs.

Students are allowed to wear a nicotine patch to clinical experiences, but are not allowed to chew nicotine gum. “Gum chewing is not permitted while in the clinical area.” (See page 35, number 11 CLINICAL, Odessa College Student Handbook)

# OC CALENDAR

**Fall 2013 (8/26/13-12/14/13)**

NOTE: College business offices are closed from Wed., Nov 27 through Sun., Dec 1.

## FALL & SPRING HOURS

Wrangler Express Center: M-Th: 7:30 am-7 pm; Fri: 7:30 am-5 pm; Sat: 9 am-noon  
Other offices: M-Th: 8 am-5:30 pm; Fri: 8 am-1 pm

## SUMMER HOURS

Wrangler Express Center: (beginning May 20) M-Th: 7:30 am-7 pm; Fri: 8 am-5 pm; Closed Saturdays  
(beginning Aug 3, Wrangler Express will also be open 9 am-noon on Saturdays)  
Other offices: May 20-Aug 17 (M-Th: 7:30 am-5:30 pm; closed Fridays)

### REGISTRATION:

On the Web (5 am to Midnight, 7 days a week) .....Apr 15-Aug 25  
In Person (See Business Hours Above).....Apr 15-Aug 23

FOR TUITION AND FEE SCHEDULES & PAYMENT INFORMATION, PLEASE CHECK ONLINE AT [www.odessa.edu](http://www.odessa.edu)

CLASSES BEGIN .....Aug 26 (Mon)

### Late Registration & Schedule Changes (Add/Drop):

On the Web (5 am to Midnight, 7 days a week).....Aug 26-27 (Mon-Tues)  
In Person (See Business Hours Above)..... Aug 26-27 (Mon-Tues)  
Holiday (Labor Day – Offices closed except for Wrangler Express – No Classes).....Sep 2 (Mon)  
Census Day.....Sep 11 (Wed)  
Last Day to Drop or Withdraw with a “W” (1st eight week courses).....Oct 4 (Fri)  
First Eight Weeks End.....Oct 18 (Fri)  
Second Eight Weeks Begin.....Oct 21 (Mon)  
Deadline for Fall Degree Application.....Nov 1 (Fri)  
Last Day to Drop or Withdraw with a “W” (full semester length courses).....Nov 12 (Tues)  
Last Day to Drop or Withdraw with a “W” (2nd eight week courses).....Nov 26 (Tues)  
Student Evaluation of Instruction Survey Available Online.....Nov 18-22 (Mon-Fri)  
Thanksgiving Holiday (begins 9 pm Tues, Nov 26).....Nov 27-30 (Thurs-Sat)  
Last Class Day.....Dec 7 (Sat)  
Final Exams.....Dec 9-12 (Mon-Thurs)  
End of Semester.....Dec 12 (Thurs)

**FALL GRADUATION**.....Dec 14 (Sat)  
College Offices Closed.....Dec 21-Jan 5 (Sat-Sun)

## Course Policies

### **TEACHING/LEARNING METHODS:**

The following teaching/learning methods may be incorporated into RNSG 2331: lecture, discussion, case studies, technological instructional modalities, reading assignments, peer interaction, role playing, group project/assignments, writing assignments, oral presentations, guest speakers, study guides, skill demonstrations, case studies, and virtual clinical assignments.

**MATH COMPETENCY:** Calculating correct dosages, IV rates, and other medications is essential to safe practice in nursing. Since math medication errors greatly endanger patients, the faculty has determined that each student must demonstrate proficiency in medication calculation competency prior to graduation. Medication calculation questions are included on all unit exams, the final exam, and ATI exams.

### **LECTURE/CLASSROOM COMPONENT OF RNSG 2331**

#### **Attendance**

In order to be successful, it is essential that the student attend all classes and labs. A pattern of absences (2 or more) may 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) may 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 cannot be made-up in the event of absence or tardiness.

## Electronic devices

Any electronic devices, such as cell phones must be turned off or placed on silent in order to provide an environment conducive to learning. **STUDENTS TEXTING, CHATTING, OR TALKING ON A CELL PHONE WILL BE ASKED TO LEAVE THE CLASSROOM. *ALL electronic devices, with the exception of Odessa College issued computers or calculators will be turned off, placed in a designated area in the classroom, and cannot be accessed 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 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, and 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](http://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. The following question challenge information must be included: question number, response student believes is correct, page and paragraph and/or graphic image supporting student’s challenge. 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, duplicated, or photographed in any manner.

## Attire

Attire in the classroom is per Odessa College standards. During the semester, fourth semester students are generally invited to luncheons or other meetings from health care organizations in the area; furthermore, students are expected to wear business casual attire (no jeans, shorts, t-shirts, low-necklines, or high hemlines) at these events.

## 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 discussed or reviewed within the appropriate unit:

1. Calculating IV infusion rates for medications administered in mcg/kg/min
2. Hemodynamic monitoring and the nursing care involved at the associate degree nursing level; this includes arterial monitoring and PA (Swan Ganz) monitoring
3. Complex respiratory modalities including: endotracheal intubation/extubation, ventilator maintenance, tracheostomy tubes, and ABG interpretation
4. Beginning EKG interpretation and management of dysrhythmias to include:
  - Normal sinus rhythm (NSR)

- Sinus tachycardia (ST)
  - Sinus bradycardia (SB)
  - 1<sup>st</sup> degree AV block
  - Atrial fibrillation
  - Atrial flutter
  - Premature ventricular contractions
  - Ventricular tachycardia
  - Ventricular fibrillation
  - Asystole
5. A complete neurological examination including the evaluation of the cranial nerves and the Glasgow Coma Scale
  6. Identify the criteria for determining brain death
  7. Assessment techniques for the patient in renal failure including: an AV fistula, hemodialysis, and peritoneal dialysis
  8. Assessment techniques and nursing care for the patient with cirrhosis
  9. The components of cardiopulmonary arrest (code)

### **Disclaimer**

This syllabus is tentative and subject to change in any part at the discretion of the instructor. Any changes will be in accordance with Odessa College policies. Students will be notified of changes, if any, in timely manner.

### **Original Effort**

The work submitted for this course must be original work prepared by the student enrolled in this course. Efforts will be recognized and graded in terms of individual participation and in terms of ability to collaborate with other students in this course.

### **Description of students**

Students enrolled in this course are in the final semester of the Associate Degree Nursing program with anticipation graduation on December 14, 2013.

### **Course prerequisites**

Generic student: RNSG 1108, RNSG 1144, RNSG 1215, RNSG 1360, RNSG 1361, RNSG 1443, RNSG 1512, RNSG 1513, RNSG 2161, RNSG 2213, RNSG 2314, RNSG 2363, and/or consent of department  
 Transition student: RNSG 1108, RNSG 1144, RNSG 1412, RNSG 1513, RNSG 2161, RNSG 2207, RNSG 2213, RNSG 2260, RNSG 2262 and/or consent of department (Source: *Odessa College Catalog of Courses 2012-2013, page 181*)

### **Course Alignment with Industry Standards**

The Differentiated Essential Competencies (DECs) is the third generation of Texas Board of Nursing (BON) education competencies with differentiation based upon the education outcomes of three levels of pre-licensure nursing education programs. They were written with input from the BON Advisory Committee for Education (ACE) with input from nursing programs, nursing organizations, affiliating agencies, employers, and stakeholders. The 2010 revision incorporates concepts from current literature, national standards, and research. The DECs were designed to provide nursing education for curriculum development and revision and for effective preparation of graduates who will provide safe, competent, compassionate care. The DECs outline knowledge, clinical behaviors, and judgments necessary to meet the essential competencies, but it is acknowledged that all competencies cannot be evaluated upon graduation.

## **Course Objectives**

Course objectives utilize the framework of Differentiated Essential Competencies for Graduates of Texas Nursing Programs. At the completion of this course, the student should be able to:

(PO – corresponding program objective)

### **Member of a Profession:**

1. Use a systematic approach to provide individualized, goal directed nursing care to meet the health care needs of patients and their families. (PO 1, 2)
2. Function within the scope of practice of a registered nurse. (PO 1)
3. Collaborate with the interdisciplinary team on basic principles of quality improvement and outcome measurement. (PO 2)
4. Use self-evaluation, reflection, peer evaluation, and feedback to modify and improve practice. (PO 4)

### **Provider of Patient-Centered Care**

5. Use knowledge of societal and health care trends and evidenced-based outcomes to identify and communicate patient physical and mental health care problems. (PO 5)
6. Apply relevant, current nursing practice journal articles and evidenced-based outcomes from research findings to practice and clinical decisions. (PO 5)
7. Use structured and unstructured data collection tools to obtain patient and family history in areas of physical, psychiatric/mental, spiritual, cultural, familial, occupational, and environmental information, risk factors, and patient resources. (PO 6)
8. Interpret and analyze health data for underlying pathophysiological changes in the patients' status. (PO 6, 7)
9. Integrate knowledge from general education and sciences for the direct and indirect delivery of safe and compassionate care for patients and their families. (PO 7, 8)
10. Assume accountability and responsibility for nursing care provided within the professional scope of practice, standards of care, and professional values. (PO 8)
11. Apply current technology and informatics to enhance patient care while maintaining confidentiality and promoting safety. (PO 9)
12. Evaluate the effectiveness of nursing interventions based on expected patient outcomes, modify interventions to meet the changing needs of patients, and revise plan of care as a result of evaluation. (PO 10)
13. Develop and implement comprehensive teaching plans for health promotion, maintenance, and restoration and risk reduction for patients and their families with consideration of support system. (PO 11)
14. Collaborate with the interdisciplinary health care team to select human and material resources that are optimal, legal, and cost-effective to achieve patient-centered outcomes and meet organizational goals. (PO 12)

### **Patient Safety Advocate**

15. Attain licensure and practice according to the Texas Nursing Practice Act and Texas Board of Nursing rules. (PO 13)
16. Promote a safe and effective environment conducive to optimal health and dignity of patients and their families. (PO 14)
17. Formulate goals and outcomes using evidenced-based data to reduce the risk of health care-associated infections. (PO 15)
18. Seek orientation/training for competency when encountering unfamiliar patient care situations, new equipment, and technology. (PO 16)

### **Member of the Health Care Team**

19. Apply principles of evidenced-based practice and methods of evaluation with the interdisciplinary team to provide quality care to patients and their families. (PO 19)

20. Support the patient's right of self determination and choice even when these choices conflict with values of the individual professional. Apply legal and ethical principles to advocate for patient well-being and preference. (PO 20)
21. Document electronic information accurately, completely, and in a timely manner. (PO 23)
22. Assign, delegate, and monitor performance of unlicensed and licensed personnel in compliance with Texas Board of Nursing Rules. (PO 24)
23. Oversee and follow through on patient care provided by the health care team members. Base assignments and delegation team member competencies. (PO 25)

ALL Course Objectives are important; however, the highlighted ones will be discussed briefly on the first day of class. If the student notes one that is important to him/her, please integrate it into the discussion.

### **Digital Protocol**

The use of laptops or any other digital device is permitted in order to facilitate note-taking relative to instruction. Any written assignments will be submitted electronically on Blackboard. **The electronic recording of the time on Blackboard will be considered the time of assignment submission. Take necessary steps to ensure that your assignments are submitted on "Blackboard" time.** Back-up and/or additional copies of all assignments submitted is encouraged. **Computers/printers are available to OC students in the LRC (301-303); therefore, not having access to a computer due to technical issues (crash; corrupted files) will not be considered as an acceptable reason for not completing assignments.** If there is a loss of server connection with Odessa College due to maintenance, then an email will be sent to student with pertinent information and status reports. Assignments submitted electronically need to be **WORD documents (doc or docx).**

### **Attendance Policy**

To be successful in the course, it is essential that the student attend all classes and labs. Two or more absences will require a documented remediation plan with the student and instructor for successful course completion. Punctuality is an expected behavior as a student in this program and in professional nursing, and this is required of ALL RNSG 2331 students. 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 or lab. *A sign-in sheet will be provided for each class and lab period. Students who do not sign-in are considered absent.*

### **AVID**

This course 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 legal 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.

### **Grading Policy**

Please understand that this is a required course for the Associate Degree Nursing program in order to prepare you for the NCLEX and a professional nursing career. Quality work and active participation is expected and not to be negotiated. As a general policy, grades will be taken in class. Any written assignments or tests will be graded outside of class. You can expect feedback on assignments within a week's time.

## **Grade Inquiry Policy**

It is the responsibility of the individual taking this course to maintain accurate track of assignment submissions and grades. There will be opportunities during the semester to meet with the instructor to discuss your academic progress. Contact the instructor to schedule an appointment. Class time will not be used for grade inquiries. All grades are final.

## **ATI POLICY**

ATI policy: Assessment Technologies Institute's (ATI) Comprehensive Assessment and Review Program (CARP) are designed to assist the student in passing the NCLEX-RN. It is composed of comprehensive on line learning tools that complement a variety of learning styles. Critical thinking and test taking skills are emphasized throughout the program. Focused content modules are comprised of critical thinking tools, practice exams, remediation guidelines and content driven proctored exam(s). Odessa College nursing students will begin ATI upon admission into the A.D.N. program and work through the program in each subsequent nursing course.

Fourth semester requirements differ from semesters one through three due to students taking the ATI predictor proctored exam which is scored by percentage rather than level. Students are required to score a 92% or higher on this test. An ATI Comprehensive practice proctored exam will be given near the end of the semester. Two (2) to three (3) weeks after the proctored practice exam a three (3) day

ATI review course will be held at Odessa College, with the Predictor proctored exam given 1-2 weeks after the review.

**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.**

The fees for 2 proctored ATI exams and the review course are included in tuition.

The grade on the predictor proctored exam will be worth 30% of the course grade. Students will be allowed to take the proctored exam twice if needed, in order to make a grade of 92%. If a 92% is not achieved until the second proctored exam the higher grade will be recorded in the grade book based on the information below.

- ATI will count as 30% of your final grade; see grade distribution below.
- 92% = 75
- 93% = 78.125
- 94% = 81.25
- 95% = 84.375
- 96% = 87.5
- 97% = 90.625
- 98% = 93.125
- 99% = 96.875
- 100% = 100

Students unsuccessful in meeting a predictor score of at least 92% on the second attempt on the ATI proctored exam will fail to meet the criteria for passing RNSG 2331 and will be required to repeat the course.

Students may utilize the following in order to prepare for the second attempt if necessary.

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

ATI must be utilized with your text books throughout your nursing courses; correlating pages are given for each chapter in the syllabus for each course. Complete the application exercises at the end of each chapter as assigned. ATI is a valuable part of the preparation to take the NCLEX exam and therefore is considered an important part of course objectives to be utilized and completed as assigned.

### **Communication Plan**

The best way to communicate with the course instructor is via email through Blackboard. Also, check in Blackboard regularly for announcements, including any changes in the course schedule due to instructor illness or conference attendance. Appointments with the instructor may also be scheduled.

### **General Course Requirements**

1. Attend class and participate.
2. Contribute and cooperate with civility.
3. **Submit assignments on time. Late work will not be accepted. Medical and/or family circumstances that warrant an extension on assignments need to be presented to the instructor. Extensions will be allowed at the instructor's discretion.**

### **Grading Scale:**

- “A” = 90-100
- “B” = 80-89
- “C” = 75-79
- “D” = 74.99-69
- “F” = <60

### **Incomplete Policy**

An ‘Incomplete’ grade may be given only if:

1. The student has passed all completed work
2. If he/she has completed a minimum of 75% of the required coursework. A grade of an “I” will only be assigned when the conditions for completions have been discussed and agreed upon by the instructor and the student.

## Overview of assignments

Type of Assignment	Percentage
Average of 5 Unit Exams	48%
Daily Grades	2%
ATI comprehensive exam	30%
Final exam	20%

## Schedule (Tentative and Subject to Change)

Date	Instructional Approach	Textbook resource	Topics	Unit Exam Date
Unit I	Lecture Discussion Group activities Quizzes	Chapters 26 – 31 (Smeltzer) Chapters 31 – 37 (ATI)	Cardiac diseases & dysfunctions; EKG interpretation; Hemodynamic monitoring; Cardiovascular surgeries	9/12/13
Unit II	Lecture Discussion Group activities Quizzes	Chapter 6; Pages 294 – 297; Chapter 15; Chapter 23 begin on page 567; Chapter 25 begin on page 645 (Smeltzer) Chapters 18 – 21 (ATI) Chapters 28 – 30 (ATI) Chapters 48 – 50 (ATI)	Critical care & physiological stressors; Acid/base balance; Shock Respiratory diseases; Ventilators; ET tubes & tracheostomy review	10/3/13
Unit III	Lecture Discussion Group activities Quizzes	Chapter 39 Chapter 44 begin on page 1320 (Smeltzer) Chapter 62 (ATI) Chapters 64 – 66 & 68 (ATI)	Hepatitis, cirrhosis; Renal failure & dialysis	10/17/13
Unit IV	Lecture Discussion Group activities Quizzes	Chapter 61 pages 1857 – 1880 Chapter 63 Chapter 64 (Smeltzer) Chapter 11 (ATI) Chapter 15 & 17 (ATI)	Neurosurgery; Neurologic trauma; Neurologic disorders	10/31/13
Unit V	Lecture Discussion Group activities Quizzes	Chapter 57 Chapter 71 & pages 593 - 599 Chapter 72 (Smeltzer) Chapter 87 (ATI) Chapter 2 (ATI)	Burns; Emergency & trauma; Disaster nursing	11/21/13

\*Denotes AVID activity

## Unit Objectives

Upon completion the student will be able to:

### Unit I

1. Differentiate the process a patient with heart disease endures from risk factors through myocardial infarction (MI) including the related diagnostic tests, treatments, interventions, and care that is provided by the professional nurse.
2. Incorporate assessment of cardiac risk factors into the health history and physical assessment of the patient with cardiovascular disease.
3. Outline the clinical indications, patient preparation, and other related nursing implications for common tests and procedures used to assess cardiovascular function and diagnose cardiovascular diseases
4. Compare and contrast the lethal cardiac dysrhythmias. Illustrate the appropriate medications, treatments and nursing actions for each.
5. Correlate the components of the normal electrocardiogram (ECG) with the physiologic events of the heart.
6. Analyze elements of an ECG rhythm strip: ventricular and atrial rate, ventricular and atrial rhythm, QRS complex and shape, QRS duration, P wave and shape, PR interval, and P:QRS ratio.
7. Characterize 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.
8. Diagram the pathophysiology, symptoms, and management to a patient with congestive heart failure (CHF).
9. Illustrate the invasive hemodynamic monitoring devices utilized in the critical care settings and the professional nursing responsibilities associated with each. Include pulmonary artery catheters, arterial lines, and central venous lines.
10. Compare the different types of pacemakers, their uses, possible complications, and nursing implications.
11. Discuss the clinical indications, patient preparation, and other related nursing implications for common tests and procedures used to assess cardiovascular function and diagnose cardiovascular diseases
12. Outline the pathophysiology, clinical manifestations, and treatment of myocardial infarction.
13. Create a plan of care for a patient who has undergone cardiac surgery.
14. Correlate the various types of aneurysms with risk factors, signs & symptoms, diagnostic tests, treatments, and nursing care for each.
15. Relate the signs & symptoms, impact on lifestyle, and nursing care of each diseased cardiac valve.
16. Outline the community resources and support systems that are available to cardiac patients and their families.
17. Formulate the elements of nursing plans of care, teaching plans, dietary plans, and discharge plans that are appropriate for acute and critically ill cardiac patients taking into consideration possible cultural, financial, social, and personal values of the patient as an individual.

### Unit II

1. Justify the wide variety of stressors that impact a patient's health and well-being in the critical care settings; furthermore, relate ways to assist the patient and family to minimize these effects through the use of individual, family, plus group coping mechanisms, community referrals, and support groups.
2. Perform appropriate dosage calculations for the administration of IV fluids and medications utilizing various methods that are available in the laboratory/clinical settings recognizing the legal and professional standards that apply in these situations.
3. Assess the shifts in the acid-base balance within the cellular metabolism.



4. Interpret arterial blood gas (ABG) results and infer the professional nursing responsibilities for each possible scenario.
5. Differentiate between the stages and types of shock indicating the appropriate diagnostic tests, medical treatment, and nursing actions.
6. Differentiate the signs & symptoms of various complex critical respiratory diseases and the appropriate nursing actions for optimal patient outcome.
7. Outline the indications and uses of mechanical ventilation including the nursing care that is appropriate for this patient and what actions the nurse can legally perform.
8. Differentiate between acute and complex respiratory disorders include potential assessment findings and nursing interventions.
9. Critique the various legal, ethical, and moral issues when the professional nurse acts as a patient advocate in situations that discontinuance of life support is required and the impact on the patient and family; include community resources and support systems that are available to assist the family.
10. Prioritize the nursing responsibilities and care of a patient that is orally/nasally intubated or has tracheostomy.
11. Evaluate the legal, ethical, and moral responsibilities of the professional nurse when caring for critically ill patients in the hospital and community settings.

### Unit III

1. Correlate the various signs & symptoms with the appropriate types of hepatitis and specific nursing care that are indicated to maintain staff and patient safety, as well as, optimizing patient outcomes.
2. Outline the disease process of cirrhosis from onset to end-stage liver disease including signs & symptoms, diagnostic tests, treatment, and nursing care.
3. Compare and contrast the various tubes that are used to treat and/or diagnose complex gastric or intestinal health diseases. Include the indications, proper use, and nursing actions for each.
4. Differentiate the disease process of renal insufficiency through end-stage renal disease including diagnostic tests, diagnoses, treatments, precautions, nursing care, community referrals, financial support systems and other available resources.
5. Create a teaching plan, diet plan, and discharge plan that are indicated for a renal failure patient justifying the elements of each.
6. Examine the legal, ethical, and professional responsibilities the nurse has when caring for a patient with renal disease, failure, and transplant.
7. Evaluate the impact of economic and political issues of a patient with end-stage renal disease and conclude how to optimize the outcomes for the patient.

#### Unit IV

1. Analyze the risk factors that predispose a patient to neurological diseases or injury and infer the education that the patient needs to minimize neurological deficits.
2. Categorize the diagnostic tests, diagnoses, treatments, and nursing interventions for neurological illnesses and traumas.
3. Critique the legal, ethical, and professional issues that the nurse may encounter when caring for and/or acting as a patient advocate of a legally brain dead patient.
4. Assess the community resources, financial assistance, and support groups that are available to patients with severe and/or chronic neurological diseases or injury.

#### Unit V

1. Compare and contrast the components of the Primary and Secondary survey of a trauma patient.
2. Prioritize emergency procedures instituted for any patient with an emergency condition.
3. Illustrate the significance of the mechanism of injury of a trauma patient.
4. Infer the significance of the Golden Hour in the care of trauma patients.
5. Prioritize the care of the patient with multi-system injury.
6. Outline the emergency management of patients with intra-abdominal injuries.
7. Compare and contrast the emergency management of patients with heat stroke, frostbite, and hypothermia.
8. Compare and contrast the emergency management of patients with ingested, inhaled, and skin contact poisons.
9. Characterize the management of patients with chemical ingestion and overdose.
10. Outline the diagnoses, care, treatment, and nursing interventions of a burn patient from onset to resolution including the appropriate interactions with the patient, family, and health care team.
11. Outline disaster management including triage, bioterrorism, and emergency preparedness.

#### 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 above is required to pass RNSG 2331. No assignments are optional. All assignments must be submitted to pass RNSG 2331.
3. A course final grade below 75.0 does not meet the criteria for progression or 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. Drug calculation questions will 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 Office 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 to the instructor and the 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. Of an exam is not made up within one week or within the pre-arranged timeframe the student will receive a "0" for that exam. 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 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. If a student does not make a 75 or higher on any unit exam the student must meet with the instructor for at least two hours remediation prior to the next unit exam.
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 completed and received by the instructor.
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 instructor at the beginning of class, submitted electronically as PDF or Microsoft Word document, or submitted to the Odessa College Nursing Department office. Assignments submitted by any other means will not be accepted and late penalties will apply. (See #8 above.)
9. The final exam will be comprehensive. Post examination review of the final will be by appointment only.
10. The student will take the Medication Math Competency Exam within the first two weeks of class. A **minimum passing score of 92%** must be achieved on the exam continue and pass RNSG 2331. Students not passing first exam will be allowed to take a second exam after they have completed a **minimum of two hours documented remediation**. This exam must be taken no later than the second week of class. 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. (See *Nursing Student Handbook*.)

Results of the Plan of Success will be evaluated by the Director of the Nursing Program. If satisfactory, the grade of "I" will be changed to the grade achieved 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 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.

### **Student Contract**

Each student is required to sign and date a document attesting they have read and understand this syllabus, the Odessa College *Nursing Student Handbook*, and the course calendar. Additionally, students must attest they are able to access Blackboard and their student emails; furthermore, students are able to access the Announcements, Course Documents, Syllabi, and Gradebook within Blackboard from the Student Portal. Students must attest understanding of class expectations to check Blackboard and student emails frequently for announcements and communications from the instructor. Grades will not be posted until this document is received by the instructor. It is highly recommended that students read the syllabus, sign and date the student contract during the first week of classes. This contract is found under the Syllabus tab in Blackboard.