

**ODESSA COLLEGE ASSOCIATE DEGREE NURSING PROGRAM  
SYLLABUS RNSG 1443  
FALL 2011**

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

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

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

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

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

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

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

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

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

**In the role of Provider of Care:**

1. Examine the health status and health needs of clients based upon interpretation of health data and preventative health practices. (PO1)
  - a. Differentiate concepts and processes related to clients and families including physical and psychosocial growth and development, pathophysiology, psychopathology, pharmacology, medical diagnosis and treatments.
  - b. Compare cultural and spiritual practices related to health, illness, death and dying.
  - c. Examine characteristics, concepts, and processes related to disease transmission, risk factors, health promotion and disease prevention practices and their implications for clients and their families in the classroom and laboratory setting.
  - d. Examine current literature and implications of research findings to improve care of clients with complex health care needs.
  - e. Perform selected intermediate nursing skills in the simulation laboratory setting according to approved standards and criteria.
2. Utilize clinical data to determine the health status and health needs of clients with complex health care problems. (PO2, 3, 4, 5, 7) and to develop teaching plans using decision making skills.
  - a. List the assessment techniques used for clients with complex health problems.
  - b. Analyze assessment findings to select appropriate nursing diagnosis.
  - c. Define goals to maximize patient compliance and achievement.
  - d. Select interventions according to Maslow's hierarchy.
  - e. Determine success of plan by comparing results of interventions to goal.

**In the role of Coordinator of Care:**

3. Select community resources including agencies and health care providers related to the needs of client and their families. (PO10)

**In the role of Member of a Profession:**

4. Illustrate ways to assume accountability for quality nursing care of clients. (PO2)
5. Explain the role of advocacy in the provision of quality health care for clients. (PO13)

**TEACHING/LEARNING METHODS:**

The following methods may be utilized:

1. Lecture/discussion
2. Skills Lab and Skills Check-Offs
3. Audio-Visual Aids
4. Critical thinking exercises
5. Assigned reading
6. Peer interaction
7. Small group discussions
8. Written assignments
9. Oral reports
10. Technological instructional modalities

## **EVALUATION AND GRADING:**

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

### **Grading Formula Utilized in RNSG 1443:**

Unit exams (7 exams) = 60%

Daily Grades = 5 % (Based on attendance)

ATI Proctored Exam = 10%

Final exam = 25%

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

90-100 = A

80-89.99 = B

75-79.99 = C

60-74.99 = D

0 – 59.99 or below = F

A final grade of “C” or higher must be attained in order to pass RNSG 1443. Grades are carried to two decimal points until the final grade. The final grade is rounded to the appropriate whole number. A grade below 75 does not meet the criteria for progression. Final course grades will not be rounded up to the next whole number in order for students to achieve a passing grade of 75. (Example: 74.9 = grade of D) Students *must meet all* course requirements, or a grade of “F” will be assigned.

Unit exams and the final exam will be constructed from a random sample of the material studied in each unit. These questions will mostly be in the form of multiple choice questions. However, other types of questions may appear. Drug calculation questions may appear. Students will be allowed make-up exams **only** if they have notified the instructor prior to the scheduled class period. Make-up exams must be taken within 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 arranged by the student and the instructor, the student will receive a “0 (zero)” for that exam and the unit grades will be averaged accordingly. Only two unit exams may be made-up. All exams must be taken in order to pass this course even if the grade will be zero. The student may expect an alternate method of testing for the make-up exam, such as short answer and/or fill-in-the-blank questions.

The final exam will be comprehensive.

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

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

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

**Medication Math Competency Examination:**

Students will be given the first medication math competency In the second week of RNSG 1443.

The exam will contain 25 calculation questions from the following categories:

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

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

**Lab Component:**

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

Semester skills are:

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

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

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

**UNIT OUTLINE FOR LECTURE:**

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

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

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

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

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

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

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

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

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

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

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

- 5.1 Review the anatomy and physiology of the Cardiovascular (CV) & GI systems.
- 5.2 Compare and contrast common deviations from normal within the CV/GI system.
- 5.3 Identify tests utilized for diagnosing CV/GI disorders.

- 5.4 Complete plans of care for persons experiencing disorders of the CV/GI system utilizing theories of development and consideration of cultural differences.
- 5.5 Identify treatment modalities and nursing interventions for pre and post-operative conditions of the GI/CV system.
- 5.6 Identify nutrition and drug therapies of clients experiencing disorders of the CV/GI system.
- 5.7 Describe therapeutic communication and caring behaviors necessary for interacting with clients and families experiencing acute and chronic illness or death and dying.
- 5.8 Discuss the evaluation of home health care, the nursing process, and family social involvement in holistic care of the adult client experiencing disorders of the GI/CV system.
- 5.9 Identify considerations for geriatric clients experiencing alterations in the GI/CV system.
- 5.10 Describe the process of collaboration with members of the health care team in caring for clients experiencing diseases and disorders of the GI/CV system.

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

- 7.1 Review the anatomy and physiology of the neurological and neuromuscular system.
- 7.2 Compare and contrast common deviations from normal within the neurological and neuromuscular systems.
- 7.3 Identify tests used in diagnosing neurological and neuromuscular disorders.
- 7.4 Complete plans of care for persons experiencing neurological and neuromuscular disorders utilizing theories of development and consideration of cultural differences.
- 7.5 Identify treatment modalities and nursing interventions for pre and post-operative clients with neurological and neuromuscular disorders.
- 7.6 Identify nutrition and drug therapies of clients experiencing neurological neuromuscular disorders.
- 7.7 Describe therapeutic communication and caring behaviors necessary for interacting with clients and families experiencing acute and chronic illness or death and dying.
- 7.8 Discuss the evaluation of home health care, the nursing process, and family social involvement in holistic care of the adult client experiencing neurological and neuromuscular disorders.
- 7.9 Identify considerations for geriatric clients experiencing neurological and neuromuscular disorders.

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

- 6.1 Review the anatomy and physiology of the renal system.
- 6.2 Compare and contrast common deviations from normal within the urinary system.
- 6.3 Identify tests utilized for diagnosing urinary disorders.
- 6.4 Complete plans of care for persons experiencing disorders of the urinary system utilizing theories of development and consideration of cultural differences.
- 6.5 Identify treatment modalities and nursing interventions for pre and post-operative conditions of the urinary system.
- 6.6 Identify nutrition and drug therapies of clients experiencing disorders of the urinary system.



- 6.7 Describe therapeutic communication and caring behaviors necessary for interacting with clients and families experiencing acute and chronic illness or death and dying.
- 6.8 Discuss the evaluation of home health care, the nursing process, and family social involvement in holistic care of the adult client experiencing disorders of the urinary system.
- 6.9 Identify considerations for geriatric clients experiencing alterations in the urinary system.
- 6.10 Describe the process of collaboration with members of the health care team in caring for clients experiencing diseases and disorders of the urinary system.

**REQUIRED TEXTBOOKS:**

- Deglin, J. & Vallerand, A. *Davis's Drug Guide for Nurses* (12<sup>th</sup> Ed.). Davis: Philadelphia
- Gahart, B. & Nazareno, A. (2009), *Intravenous Medications*. (25th Ed.) Mosby: St.Louis.
- Pagana, K.D. & Pagana, T.J. (2006) *Mosby's Manual of Diagnostic & Laboratory Test* (3rd Ed). Mosby: St Louis
- Smeltzer, Suzanne C. & Bare, Brenda G. (2010) *Brunner & Suddarth's Textbook of Medical Surgical Nursing* (12th Ed.) Lippincott, Williams & Wilkins: Philadelphia
- Sylvestri, L. (2008) *Saunders Comprehensive Review NCLEX RN* (4th Ed.). Saunders: Philadelphia
- Winningham & Prusser (2005) *Critical Thinking in Medical-Surgical Settings: A Case Study Approach* (3<sup>rd</sup> Ed.). Mosby: St. Louis

Other Required Resource: (on Blackboard)

- Clubb, V. (2011). *RNSG 1443 Learning Material Packet*. Unpublished manuscript. Odessa College: Odessa.

**COURSE POLICIES:**

1. Adhere to the requirements delineated in the Nursing Student Handbook.
2. Must achieve a minimum grade of 75 in RNSG 1443 and a "Pass" in RNSG 1361 on the clinical evaluation tool in order to progress to third semester.
3. Complete all assignments in class and clinical.
4. All assigned written work must be turned in or the student will receive a failure for the semester. Assignments are graded as satisfactory or unsatisfactory.
5. Cell phones and beepers are distracting to students and the instructors. Cell phones and beepers must be turned off or placed in the silent mode while in class.
6. Content to be tested on the unit exams will follow the course objectives and include math problems, assigned reading, audio-visual/learning aids, classroom content, study guides, and other assigned activities.
7. See the following policies:

Attendance Policy:

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

Absence from Examinations:

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

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

Review of Exams:

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

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

**PROCEDURE FOR REQUESTING SPECIAL ACCOMMODATIONS**

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

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

Approved: 6/05; 7/09

# **Student Contract**

## **RNSG 1443**

I have read the course syllabus for RNSG 1443, the Odessa College Handbook, and the Nursing Department Student Handbook. I understand the requirements, grading policies, and attendance policies for RNSG 1443.

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

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

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

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