

Department Associate Degree Nursing
Course Title: Complex Concepts of Adult Health
Section Name: RNSG 1443

Semester: Fall 2013

Time: 0900-1150 and 1300 to 1550

Classroom: CT 217 and CT218

Instructor: Durcilla Williams, MSN, RN

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Office: CT 220A

Phone: 432-335-6465

Office Hours: Tuesday 7:30 to 8:30 am, Tuesday 4 -5:30 pm, Wednesday 1:30 -5:30 pm
 Thursday 7:30 to 8:30 am, Thursday 1-4 pm

Total Course Hours: 4 Credit Hours 3 Lecture Hours Weekly – 3 Lab Hours Weekly

Placement: Second Semester of the Nursing Program

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

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

1. Utilize critical thinking to access the nurse's legal scope of practice in relationship to policies, procedures, and delegation of medical acts.
2. Assume accountability and responsibility for quality nursing care for medical surgical patients and their families

Lab Recommended: Lab will occur in the afternoon part of the class.

Required Texts:

REQUIRED TEXTBOOKS: The following textbooks and references are required:

Ignatavicius, D., Workman, M.L., (2012). Medical-Surgical Nursing: Patient-Centered Collaborative Care, Single Volume, (7th Edition) Publication Date: February 23, 2012 | ISBN-10: 1437728014 | ISBN-13: 978-1437728019 | Edition: 7

Winningham's (2012) Critical Thinking Cases in Nursing: Medical-Surgical, Pediatric, Maternity, and Psychiatric, (5th Edition). Harding, Snyder, Preusser (White with green print on cover) Publication Date: June 14, 2012 | ISBN-10: 0323083250 | ISBN-13: 978-0323083256 | Edition: 5

Deglin, J. & Vallerand, A. (2010) Davis's Drug Guide for Nurses (12th Ed.). Davis: Philadelphia Publication Date: June 14, 2010 | ISBN-10: 0803623089 | ISBN-13: 978-0803623088 | Edition: 12

Gahart, B. & Nazareno, A. (2012), *Intravenous Medications. A Handbook for Nurses and Health Professionals* (28th Ed.) Mosby: St. Louis. 8 Pagana, K.D. & Publication Date: July 29, 2012 | ISBN-10: 0323084818 | ISBN-13: 978-0323084819 | Edition: 29

Pagana, T.J. (2009) *Mosby's Manual of Diagnostic & Laboratory Test* (4th Edition). Mosby: St Louis, Publication Date: October 21, 2009 | ISBN-10: 0323057470 | ISBN-13: 978-0323057479 | Edition: 4

Sylvestri, L. (2010) *Saunders Comprehensive Review NCLEX RN* (4th Ed.). Saunders: Philadelphia, Publication Date: October 26, 2010 | ISBN-10: 1437708250 | ISBN-13: 978-1437708257 | Edition: 5

E versions of the above books are available and may be purchased if the student wishes.

OPTIONAL TEXTBOOKS: The following textbooks and references are suggested for use

Ignatavicius, D., Workman, M.L., (2012). *Clinical Companion for Medical-Surgical Nursing: Patient-Centered Collaborative Care*, Single Volume, (7th Edition) Publication Date: February 21, 2012 | ISBN-10: 1437727972 | ISBN-13: 978-1437727975 | Edition: 7

Ignatavicius, D., Workman, M.L., (2012). *Clinical Decision-Making Study Guide for Medical-Surgical Nursing: Patient-Centered Collaborative Care*, Single Volume, (7th Edition) Publication Date: February 15, 2012 | ISBN-10: 1437728030 | ISBN-13: 978-1437728033 | Edition: 7

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 RNSG 1443 didactic- Registered Nursing

Outcome	ICO
1. Utilize the five steps of the nursing process (assessment, analysis, planning, implementation and evaluation) and critical thinking to determine the health status and health needs of medical surgical patients and their families. (PO1,2,3,5,7)	<i>Critical Thinking Skills</i> - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
2. Differentiate patterns and modes of family development, communication and decision making processes within the political, economic and societal environment influencing the family unit.(PO 1,3)	<i>Communication Skills</i> - to include effective development, interpretation and expression of ideas through written, oral and visual communication
3. Correlate current literature and implication of research findings to improving medical surgical client care.	<i>Empirical and Quantitative Skills</i> - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
4. Collaborate with patients, families and the multidisciplinary health care team for the planning and evaluation of care in the medical surgical patient.	<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. Assume accountability and responsibility for quality nursing care, including the role of the nurse as advocate. (PO 12,13)	<i>Personal Responsibility</i> - to include the ability to connect choices, actions and consequences to ethical decision-making
6. Relate concepts and processes related to cultural influences for medical surgical clients and their families, including physical and psychosocial growth and development, medical diagnosis and treatments.	<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 “in 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. 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 (SCC)

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/ (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 .

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.

<http://www.odessa.edu/college-calendar13.pdf>

Institutional Calendar Fall 2013 (8/26-12/14)

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

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

FALL & SPRING BUSINESS 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

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

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

TEACHING/LEARNING METHODS:

The following teaching/learning methods may be incorporated into RNSG 1443: Lecture, discussion, case studies, technological instructional modalities, reading assignments, peer interaction, role playing, group project/assignments, writing assignments, oral presentations, Skills Lab and Skills Check-Offs, and ATI assignments.

1. Adhere to the requirements in the OC Nursing Student Handbook.
2. Take all unit exams and the final exam.
3. All assignments must be turned in or the student will receive an incomplete (grade of "I") for the course.
4. Content to be tested on the unit exams will follow course objectives and may include: math problems, assigned reading, information from audiovisual/learning aids, classroom content, study guides and other assigned activities and since this is a comprehensive class each exam may contain questions related to prior content.
5. Each unit of study will require the student to complete assignments as instructed.
6. Cell phones and beepers are distracting to students and the instructors when they ring during class. Cell phones and beepers must be turned off or placed in the silent mode while in class and placed in designated cell phone area.
7. Students will be allowed make-up exams only if they have notified the instructor prior to the scheduled class period. Make-up exams must be taken within five (5) business days of the missed exam, unless other arrangements have been made with the instructor. If an exam is not made up within one week or by the time arranged by the student and the instructor, the student will receive a "0 (zero)" for that exam and the unit grades will be averaged accordingly. Only two (2) unit exams may be made-up. All exams must be taken in order to pass this course even if the grade will be zero. The student may expect an alternate method of testing for the make-up exam, such as short answer and/or fill-in-the-blank questions.
9. Review of Exams: 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.
10. Unscheduled quizzes/daily work administered during class may not be made up in the case of an absence.

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 in 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.)

MATH COMPETENCY: Math competency will be demonstrated by the student throughout the course by correctly calculating math problems related to medication administration to children in the classroom and clinical environment, and through the use of ATI tutorials.

Competency Testing in Second Semester

Students in the second semester will be administered a medication math competency during the second week of RNSG 1443, Complex Concepts of Adult Health. The exam will contain 25 calculation questions from the following categories:

- A. Currently used conversions between and within systems
- B. Calculations of medication doses administered IM, SC, or IV, and IVP and IVPB
- 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 pumps.

The second semester student must achieve a minimum passing grade of 84% (25 questions X 4 points each = 100%; 4 X 21 correct = 84%). The second semester student will be allowed to participate in clinical activities while completing medication math competency requirements since this level of 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 within two weeks of the first exam and after completing documented remediation approved by the course instructor. If unsuccessful on the second attempt, the student will take a third exam, within two weeks after the second exam and after documented remediation approved by the course instructor. If not successful on the third attempt, the student must withdraw from RNSG 1361 Clinical-Complex & RNSG 1443. The student may remain in RNSG 2213 AND RNSG 2161. Transition students will be tested in RN 2207 and not retested in second semester. See syllabus for RNSG 2207 for guidelines for medication math testing. The student will be eligible for re-admission to RNSG 1361& RNSG 1443 pursuant to the readmission policies.

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

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.**

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

Student enrollment in this course are students admitted to the second semester of the Associate Degree Nursing program at Odessa College. Students will engage in a variety of activities designed to meet course outcomes.

Course prerequisites

ITSC 1191	Special Topics in Computer and Information Sciences
ENGL 1301	English Composition I
BIOL 2401	Anatomy & Physiology I
PSCY 2301	Introduction to Physiology
HPRS 1106	Essentials of Medical Terminology
RNSG 1108	Dosage & Calculations
RNSG 1215	Health Assessment
RNSG 1513	Foundations for Nursing Practice
RNSG 1360	Clinical – Registered Nurse
BIOL 2402	Anatomy and Physiology II

Course Corequisite:

PSYC 2314	Life Span Growth & Development
RNSG 1361	Clinical – Complex
RNSG 2213	Mental Health Nursing
RNSG 2161	Clinical – Mental Health

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 other stakeholders. The 2010 revision incorporates concepts from current literature, national standards, and research. The DECs were designed to provide nursing education to 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 can be evaluated upon graduation.

As a Member of the Profession:

- A. Illustrate ways to assume accountability for quality nursing care of patients. (PO 2)
 - 1. Utilize critical thinking to assess the nurse's legal scope of practice in relationship to policies, procedures, and delegation of medical acts.
 - 2. Determine professional characteristics, communication techniques, and management skills which maintain professional boundaries.
- B. Explain the role of advocacy in the provision of quality health care for patients. (PO 13)
 - 1. Function within the nurse's legal scope of practice and in according with the policies and procedures of the employing health care institution or practice setting. (PO 1)
 - 2. Assume accountability for individual nursing practice. (PO 2)

As a Provider of Patient-Centered Care:

- 1. Provide safe, compassionate, comprehensive nursing care to patients and their families through a broad array of health care services. (PO 8)

2. Identify problems, formulate goals/outcomes, and develop plans of care for patients and their families using information from evidenced-based practice in collaboration with patients, their families, and the interdisciplinary health care team. (PO 7)

As a Patient Safety Advocate:

1. Implement measures to promote quality and a safe environment for patients, self, and others. (PO 14)
2. Obtain instruction, supervision, or training as needed when implementing nursing procedures or practices. (PO 16)
3. Formulate goals and outcomes using evidence-based data to reduce patient risks. (PO 15)

Member of the Health Care Team:

1. Involve patients and their families in identifying other interdisciplinary health care team members for planning health care delivery to improve quality of care across the lifespan. (PO 19)
2. Communicate and collaborate in a timely manner with members of the interdisciplinary healthcare team to promote and maintain optimal health status of patients and their families. (PO 22)

Digital Protocol

Cell phones must be placed on either vibrate or silent mode and are to be accessed in emergency cases only. 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).

Cell Phone Use at Clinical Agencies

In an effort to protect client confidentiality, students are not allowed to talk on cell phones or text in any patient care area. Students may use cell phones to access medical information related to patient care in the privacy of non-patient care areas, such as break rooms. Patients should not be discussed on cell phones or via text under any circumstances. Violation of this policy may be cause for dismissal from the nursing program.

Pictures of any kind may **NOT** be taken in any health care facility by any device. Violation of this policy **WILL** result in dismissal from the program.

Revised: 9/04; 6/10; 6/12

PDA Policy

Definition: A personal digital assistant (PDA) is also known as a palmtop computer or personal data assistant. The PDA is a mobile device that functions as a personal information manager. Currently PDA's have the ability to connect to the internet. A PDA has an electronic visual display, enabling it to include a web browser, but some newer models have audio capabilities, enabling them to be used as a mobile phone or portable media player. Many PDA's can access the Internet by Wi Fi or Wireless Wide Area Networks.

http://en.wikipedia.org/wiki/Personal_digital_assistant

Guidelines:

1. Nursing students shall follow all Student Handbook guidelines regarding the use of cell phones and electronic media in the clinical setting. (See cell phone policy and social networking policy)

2. Nursing students shall use their PDA's to access copies of their text books, drug books, IV books, and other electronic books that are pertinent to their clinical objectives.
3. Nursing students may use the PDA's to access approved websites or electronic resources only to gain information pertinent to their clinical objectives and information for patient teaching.
4. Nursing students shall not use the PDA's to access any personal information or social networking site during the clinical time or on the clinical sites (see social networking policy).
5. Nursing students shall not collect or transmit any information in a forum which could be construed as Protected Health Information (PHI) under the Health Information Portability and Accountability Act (HIPAA). Protected Health Information is any information about health status, provision of health care, or location of health care.

Reporting: Nursing students, faculty, and preceptors have a duty to report nursing students who violate the PDA policy. Any policy infractions and or abuse should be sent to the Director of Associate Degree of Nursing.

Disciplinary actions: PDA's must not be used for communication in any manner inconsistent with the cell phone policy or social media policy. Failure to follow this policy and its condition may result in disciplinary action up to and including termination from the nursing program

Attendance Policy: Students are expected to attend class regularly. Attendance will be recorded using a "sign in" sheet. Excessive absences will be grounds for disciplinary action and will be determined on a case-by-case basis. The door to the classroom will be closed and locked 5 minutes after class time, if you are more than 5 minutes late you will have to wait until the next break to enter classroom, please do not knock on the door as this is disruptive to other students.

See student handbook under General Information. All class sessions on a given day are considered as one class for attendance. To report class absence, call your instructor. The student must make arrangements to obtain any information that was missed during the absence. Punctual attendance is expected for success in this class. Tardiness will not be tolerated and cumulatively counts as an absence. In order to receive credit for attendance, students will be responsible for documenting his/her attendance, for both classroom and lab components, utilizing provided sign in sheets.

AVID: This 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 ADN program in order to prepare you for NCLEX. 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.

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).

Overview of Assignments:

Class Activities	5 %
ATI Testing	10%
Unit exams (7)	60%
Final exam (Comprehensive)	25%
Total	100%

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

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.

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.

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 be assigned when the conditions for completions have been discussed and agreed upon by the instructor and the student.

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. Completion and successful attainment of level 2 or higher on each proctored exam at the end of each course of the Nursing program is a requirement for progression and graduation from the A.D.N. program for semesters one thru three.

For semesters one (1) thru three (3), see the table below for point distribution regarding 10% of final grade.

Proficiency level on ATI Proctored Assessments	Points Awarded for Achievement on ATI proctored Exams	Points awarded for Evidence of Remediation on missed topics from ATI assessment	Total points awarded out of ten
Proficiency Level 3 on the content mastery series	8	2	10
Proficiency Level 2 on the content mastery series	6.5	2	8.5
Proficiency Level 1 on the content mastery series	5.5	2	7.5
Proficiency Level below Level 1 on the content mastery series	4	2	6

- Students will be given 2 ATI practice exams A & B during the 16 week course,(A) will occur during the first week of class.
- Students will be allowed to take exam (A) as many times as student would like after the practice exam is given in class and remediation has been assigned.
- Students will perform remediation on items from the practice exam utilizing, “create focused assessment”, and templates provided and will submit remediation for practice (A) on the day of testing for Practice (B) which will occur the 8th week of class and (after taking B, students can take it the second half of course as many times as they wish, after remediation has been assigned), students will then remediate on Practice B and it will be turned in on the date the 1st Proctored exam is scheduled.
- Students who have met the level 2 will remediate on Proctored exam items and submit it on the day of the final exam for the course.
- Students must achieve a level 2 or higher in order to progress to the next course level.
- Students who do not achieve a level 2 on the first proctored test will complete remediation and take a second proctored exam the week of finals, if the student still does not reach the required level 2 then the student will repeat the course as they have not met the minimum criteria for course progression.
- Students must use “create the focused assessment”, and the templates that are provided for all remediation for ATI. (NO cutting, copying or pasting is allowed)
- ATI remediation and assignments will be recorded as a daily grade, please refer to syllabus for grading criteria.

A grade below 75, “C” does not meet the criteria for progression in the Odessa College Associate Degree Nursing Program. 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: 74.99 = grade of D).

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.

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 needs to be presented to the instructor, Extensions will be allowed at the instructor's discretion.

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
1.	Unit exams	60%
2.	Daily grades, quiz, ATI Assessments	5%
3.	ATI standardized test	10%
4.	Final exam	25%

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.

COURSE CALENDAR: The course calendar will be provided at the beginning of the course

DATE	Instructional Approach	DIDACTIC TOPIC 0900-1150	LAB TIME 1300 -1550	Assigned ATI Reading	Assignment
Week 1 Aug 27 th Tuesday	Lecture and Lab ATI Practice A Test	0900 to 1150 Review Syllabus DIDACTIC Begin Unit 1: • Fluid/Electrolytes (Chapter 13) • Acid Base (Chapter 14) • IV Therapy (Chapter 15)	CT 218 1300 to 1600 Lab IV Start, IV pumps, IV Dilution	ATI Reading Unit 6 p 557 to 595 Ch 48 Fluid Imbalances Ch 49 Electrolyte Imbalance Ch 50 Acid-Base Imbalance	Get Supply kits for afternoon lab ----- Practice EXAM A WRITTEN REMEDIATION due October 15th
Week 2 Sept 3 rd Tuesday	Lecture and Lab	0900 to 1150 Didactic Continue Unit 1 • Blood & Blood Products Transfusions (Chapter 41 and 42)	CT 218 LAB IV Start, IV pumps, IV Fluids	ATI Reading Unit 5 p 516 to 556 Ch 43 Hematologic Diagnostic Procedures Ch 44 Blood and Blood Products Transfusions Ch 45 Anemias Ch 46 Leukemia and Lymphoma Ch 47 Coagulation Disorders	Online quizzes due Sept 10 th ----- ATI Target Exam Fluid Lytes due Sept 10th ----- Practice EXAM A WRITTEN REMEDIATION due October 15th

Week 3 EXAM Sept 10 th Tuesday	Exam and Lecture and Case Studies	0900 to 1020 UNIT 1 EXAM/ CT 216 Lecture 1030 to 1150 Didactic Unit 2: Chapters 23 – 24 Cancer Development, Care of Cancer Patient	CT 218 LAB Chest tube care, Trach care	ATI Reading Unit 13 p 1132 -1141 Ch 100 HIV/AIDS Unit 13 p 1159-1191 Ch 103 Principles of Cancer p Ch 104 Cancer Treatment Ch 105 Pain Management for Clients with Cancer	Online quizzes due Sept 24 th ----- ATI Target Exam Immune due Sept 24th ----- Practice EXAM A WRITTEN REMEDIATION due October 15th
Week 4 Sept 17 th Tuesday	Lecture and Case Studies	0900 to 1150 Didactic Continue Unit 2 •Immunology (Chapters 19, 21,22) •End of Life (Chapter 9)	Case studies in LAB 218	ATI Reading Unit 13 p 1204 to 1238 Ch 107 Anesthesia Ch 108 Preoperative Nursing Ch 109 Postoperative Nursing	Online quizzes due Sept 24 th ----- ATI Target Exam Immune due Sept 24th
Week 5 EXAM Sept 24 th Tuesday	Exam and Lecture and Case Studies	0900 to 1020 UNIT 2 EXAM CT 216 Lecture 1030 to 1150 Continue Unit 3 Respiratory (Ch 30-31-32-33-34)	Case studies in LAB 218	ATI Reading Unit 3 p 202 to 287 Ch 18 Respiratory Ch 19 Chest tubes Ch 20 Airway Ch 21 Oxygen Therapy Ch 22 Asthma Ch 23 COPD Ch 24 Pneumonia	Online quizzes due October 8 th ----- ATI Target Exam Respiratory under ATI due October 8th ----- Practice EXAM A WRITTEN REMEDIATION due October 15th
Week 6 October 1 st Tuesday	Lecture and Case Studies	0900 to 1150 DIDACTIC Continue Unit 3 Respiratory (Ch 30-31-32-33-34)	Case studies in LAB 218	ATI Reading Unit 3 p 288 to 332 Ch 25 Tuberculosis Ch 26 Laryngeal Cancer Ch 27 Lung Cancer Ch 28 Prevention of Pulmonary Embolism Ch 29 Pneumothorax Hemothorax	Online quizzes due October 8 th ----- ATI Target Exam Respiratory under ATI due October 8th
Week 7 EXAM October 8 th Tuesday	Exam and Lecture and Case Studies	0900 to 1020 UNIT 3 Exam CT 216 1030 to 1150 Begin Unit 4 Endocrine (Chapter 64-65-66-67)	Case studies in LAB 218	ATI Reading Unit 12 p 1016 to 1086 Ch 89 Endocrine Ch 90 Pituitary Ch 91 Hyperthyroidism Ch 92 Hypothyroidism Ch 93 Cushings Ch 94 Addisons	Online quizzes due October 22 ----- ATI Target Exam Endocrine DUE Oct 22 ----- Practice EXAM A WRITTEN REMEDIATION due October 15th
Week 8 October 15 th Tuesday	Lecture and Case Studies ATI Practice B Test	0900 to 1150 Didactic Continue Unit 4 Endocrine (Chapter 64-65-66-67)	Case studies in Lab 218	ATI Reading Unit 12 p 1087 to 1114 Ch 95 Pheochromocytoma Ch 96 Diabetes Mellitus Ch 97 Complications of Diabetes Mellitus	Online quizzes due October 22 ----- ATI Target Exam Endocrine DUE Oct 22 ----- PRACTICE EXAM B WRITTEN REMEDIATION due December 3rd

Week 9 EXAM October 22 nd Tuesday	Exam and Lecture and Case Studies	0900 to 1020 UNIT 4 Test CT 216 1030 to 1150 Begin Unit 5 Cardiovascular (Chapters 38, 40) Gastrointestinal (57, 58, 59, 60, 62)	Case studies in Lab 218	ATI Reading Unit 4 p 413 to 426, p 462 to 488 Ch 35 ANGINA Ch 39 Peripheral Vascular Ch 40 Hypertension ATI Reading Unit 4 p 413 to 426, p 597 to 673 Ch 51 Gastrointestinal Ch 52 Gastrointestinal Ch 53 Esophageal Ch 54 Peptic Ulcer Ch 55 Acute Gastritis Ch 56 Appendicitis	Online quizzes due Nov 5 th ----- ATI Target Exam Gastrointestinal DUE November 5th ----- ATI Target Exam Cardiovascular DUE November 5th ----- PRACTICE EXAM B WRITTEN REMEDATION due December 3rd
Week 10 October 29 th Tuesday	Lecture and Case Studies	0900 to 1150 DIDACTIC Continue Unit 5 Gastrointestinal (57, 58, 59, 60, 62)	Case studies in Lab 218	ATI Reading Unit 4 p 674 to 748 Ch 57 Intestinal Obstruction Ch 58 Inflammatory Bowel Ch 59 Colorectal Cancer Ch 60 Cholecystitis Ch 61 Pancreatitis Ch 62 Hepatitis/ Cirrhosis	Online quizzes due Nov 5 th ----- ATI Target Exam Gastrointestinal DUE November 5th ----- ATI Target Exam Cardiovascular DUE November 5th ----- PRACTICE EXAM B WRITTEN REMEDATION due December 3rd
Week 11 EXAM November 5 th Tuesday	Exam and Lecture and Case Studies	0900 to 1020 Tuesday, UNIT 5 Exam CT 216 1030 to 1150 Begin Unit 6 Neurology (Chapters 43-44-45)	Case studies in Lab 218	ATI Reading Unit 2 p 31 to 47 Ch 3 Neurologic Diagnostic Procedures ATI Reading Unit 2 p 59 to 94 Ch 5 Meningitis Ch 6 Seizures Ch 7 Parkinson Ch 8 Alzheimer's Disorder	Online quizzes due Nov 19 th ----- ATI Target Exam Neurosensory/Musculoskeletal DUE November 19th ----- PRACTICE EXAM B WRITTEN REMEDATION due December 3rd
Week 12 November 12 th Tuesday	Lecture and Case Studies	0900 to 1150 DIDACTIC Continue Unit 6 Neurology (Chapters 43-44-45)	Case studies in Lab 218	ATI Reading Unit 2 p 104 to 114 Ch 10 Multiple Sclerosis, and ALS Unit 2 p 123 to 131 Ch 12 Myasthenia Gravis Unit 2 p 177 to 187 Ch 16 Cerebrovascular Accident	Online quizzes due Nov 19 th ----- ATI Target Exam Neurosensory/Musculoskeletal DUE November 19th ----- PRACTICE EXAM B WRITTEN REMEDATION due December 3rd

Week 13 EXAM November 19 th Tuesday	Exam and Lecture and Case Studies	0900 to 1020 UNIT 6 Exam CT 216 1030 to 1150 Begin Unit 7 Renal (Chapters 68-69-70) Male Reproductive Diseases (Ch 75)	Case studies in Lab 218	ATI Reading Unit 8 p 750 to 754 Ch 64 Renal Diagnostic Unit 8 p 774 to 781 Ch 67 Glomerulonephritis Unit 8 p 799 to 832 Ch 69 Infections Ch 70 Renal Calculi Ch 71 Voiding Disorder Unit 9 p 881 to 898 Ch 76 Diagnostic Procedures /Males Ch 77 Disorder/Cancer	Online quizzes due Dec 3 rd ----- Renal/Urinary Due December 3rd ----- PRACTICE EXAM B WRITTEN REMEDIATION due December 3rd
Week 14 November 26 th Tuesday	Lecture and Case Studies	0900 to 1150 DIDACTIC Continue Unit 7 Renal (Chapters 68-69-70) Male Reproductive Diseases (Ch 75)	Case studies in Lab 218	REPEATED HERE ATI Reading Unit 8 p 750 to 754 Ch 64 Renal Diagnostic Unit 8 p 774 to 781 Ch 67 Glomerulonephritis Unit 8 p 799 to 832 Ch 69 Infections Ch 70 Renal Calculi Ch 71 Voiding Disorder Unit 9 p 881 to 898 Ch 76 Diagnostic Procedures /Males Ch 77 Disorder/Cancer	Online quizzes due Dec 3 rd ----- Renal/Urinary Due December 3rd ----- PRACTICE EXAM B WRITTEN REMEDIATION due December 3rd
Week 15 EXAM December 3 rd Tuesday	Exam and Lecture and Case Studies	0900 to 1020 UNIT 7 Exam CT 216 TURN IN PRACTICE TEST with WRITTEN Remediation's before ATI TEST	ATI Proctored Test 1300 to 1500 CT 216		TURN IN WRITTEN REMEDIATION from the PROCTORED ATI TEST before Final Exam December 10th
Week 16 EXAM December 10 th Tuesday	FINAL EXAM CT 216	0900 to 1150 CT 216 0900 to 1200 Final Exam			

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:

- Starting an IV infusion
- Changing an IV solution container and tubing
- Monitoring an IV site & infusion
- Changing a peripheral IV dressing
- Capping a primary IV line for intermittent use
- Utilizing an IV pump

- G. Removing medications from an ampule
- H. Adding medications by IV bolus or push through an IV infusion (both compatible and incompatible)
- I. Administering a piggyback intermittent IV infusion of medication
- J. Introducing drugs through a medication or drug-infusion lock using the saline flush
- K. Reconstituting powdered medication in a vial
- L. Suctioning the tracheostomy
- M. Providing tracheostomy care
- N. DEMO ONLY of changing the dressing and flushing central venous access devices
- O. DEMO ONLY of Accessing an implanted IV port
- P. DEMO ONLY of Deaccessing an implanted IV port
- Q. Monitoring/management of chest tube drainage system
- R. DEMO ONLY of Changing chest tube dressing

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

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

UNIT OUTLINE FOR LECTURE:

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

UNIT OBJECTIVES: (CO= Corresponding course objective)

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

- 1.1 Identify medical and surgical asepsis and prevention of infection in the patient when samples for laboratory studies are obtained or when intravenous solutions are administered.
- 1.2 Describe health screening and the potential risk for a fluid and electrolyte imbalance.
- 1.3 Identify medications and treatment for patients with fluid and electrolyte imbalance.
- 1.4 Identify problems related to the potential risk for a fluid and electrolyte imbalance, measures to prevent an imbalance, measures to prevent and imbalance, signs and symptoms of an imbalance and actions to take if signs and symptoms develop.
- 1.5 Identify normal laboratory values of specific tests.
- 1.6 Communicate the purpose of lab tests to the client.
- 1.7 Describe pre and post procedures for lab tests.
- 1.8 Reporting of significant values of laboratory tests.
- 1.9 Identify the needs for intravenous therapy.
- 1.10 Identify different types of intravenous fluids and their uses.

- 1.11 Describe appropriate methods for inserting intravenous catheters and care of IV catheters, PICC lines and implantable ports.
- 1.12 Discuss legal and ethical issues related to blood transfusions.
- 1.13 Identify needs for blood transfusions.
- 1.14 Describe steps in administration of blood products.
- 1.15 Documentation of client's response to blood products.
- 1.16 Management of adverse reactions to blood products.
- 1.17 Compare the differences and similarities between community- and hospital-based nursing.

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

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

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

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

- 3.10 Describe the process of collaboration with members of the health care team in caring for patients experiencing respiratory illnesses.

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

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

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

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

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

- 6.1 Review the anatomy and physiology of the neurological and neuromuscular system.
- 6.2 Compare and contrast common deviations from normal within the neurological and neuromuscular systems.
- 6.3 Identify tests used in diagnosing neurological and neuromuscular disorders.
- 6.4 Complete a concept map for persons experiencing neurological and neuromuscular disorders utilizing theories of development and consideration of cultural differences.
- 6.5 Identify treatment modalities and nursing interventions for pre and post-operative

- patients with neurological and neuromuscular disorders.
- 6.6 Identify nutrition and drug therapies of patients experiencing neurological neuromuscular disorders.
- 6.7 Describe therapeutic communication and caring behaviors necessary for interacting with patients and families experiencing acute and chronic illness or death and dying.
- 6.8 Discuss the evaluation of home health care, the nursing process, and family social involvement in holistic care of the adult patient experiencing neurological and neuromuscular disorders.
- 6.9 Identify considerations for geriatric patients experiencing neurological and neuromuscular disorders.

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

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

When using your ATI for studying please pay special attention to the NCLEX Connection pages, they will give you a focus for studying.

Updated 6/2013, 8/2013

Student Contract
RNSG 1443 Fall 2013

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

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

Student Signature: _____ Date: _____

Student Name (Print): _____

Instructor Signature: _____ Date: _____