Health Care Concepts 4/ Professional Nursing Concepts 4
Level IV: RNSG 2539 and RNSG 2138

Course Syllabus: Spring 2019

"Northeast Texas Community College exists to provide responsible, exemplary learning opportunities."

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General: Office Hours	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	**Online**
	Clinicals	Clinicals	8-5	8-5	By appt.	Hybrid course

The information contained in this syllabus is subject to change without notice. Students are expected to be aware of any additional course policies presented by the instructor during the course. This is a hybrid nursing course and students are expected to read and do assignments before coming to class.

Catalog Course Description (include prerequisites):

Prerequisites: **RNSG 1137, 1538, 2363**
Corequisites: **RNSG 2138, 2360**

Health Care Concepts IV:
In-depth coverage of advanced health care concepts with nursing application through selected exemplars. Concepts include acid/base, clotting, comfort, fluid & electrolytes, gas exchange, immunity, metabolism, nutrition, cognition, immunity, clotting, fluid and electrolyte balance, gas exchange, metabolism, nutrition, perfusion, tissue integrity, cognition, and interpersonal relationships. Continuing development of clinical judgment with integration of all health care concepts. The course lends itself to a concept-based approach.

Prerequisites: **RNSG 1137, 1538, 2363**
Corequisites: **RNSG 2539, 2360**

Professional Nursing Concepts IV:
Integration of professional nursing concepts and exemplars within the professional nursing roles. Synthesizes concepts of clinical judgment, communication, professionalism, teamwork &

collaboration, ethical and legal practice, evidenced-based practice, health policy, leadership and management, patient-centered care, quality improvement, and safety, through exemplars presented in the Health Care Concepts courses. Emphasizes concept of quality improvement and introduces health policy. Incorporates concepts into role development of the professional nurse. This course lends itself to a concept-based approach.

Required Textbook(s):

Ignatavicius, D. D. & Workman, M. L. (2016). *Medical-surgical nursing: Patient-centered collaborative care* (8th ed.). Philadelphia: Elsevier/Saunders. ISBN 9781455772551

Ignatavicius, D. D. & Workman, M. L. (2016). *Medical-surgical nursing: Patient-centered collaborative care study guide* (8th ed.). Philadelphia: Elsevier/Saunders.

Nursing: A concept-based approach to learning (2nd ed., Volume 1), ISBN 978-0-13-293426-8 Upper Saddle River, NJ: Pearson, 2015. Print.

Nursing: A concept-based approach to learning (2nd ed., Volume 2), ISBN 978-0-13-293427-5 Upper Saddle River, NJ: Pearson, 2015. Print.

Pocket guide to nutritional assessment & care Moore ISBN 9780323052658 Copyright 09 Publisher Mosby Edition 6 Binding Paperback (Recommended)

Publication Manual (Edition 6) American Psychiatric Association ISBN 9781433805615 Copyright 10 Publisher APA Edition 6 Binding Paperback (Recommended)

Physical exam & health assessment Jarvis ISBN 1-4377-0151-5 Copyright 12 Publisher Elsevier Edition 6 Binding Hardback

Physical exam & health assessment pocket comp Jarvis ISBN 1-4377-1442-0 Copyright 12 Publisher Saunders Edition 6 Binding Paperback

Medical dosage calculations (11th ed.), Olsen, Publisher Pearson, ISBN 9780133940718

Clinical Nursing Skills Smith ISBN 9780134087924 Copyright 12 Publisher Pearson Edition 9

Concept mapping (Edition 4), Schuster, Publisher Davis, ISBN 9780803638488 (Recommended)

Davis comprehensive handbook lab & diagnostic test (6), Vanleeuwen, Publisher Davis, ISBN 9780803644052

Textbook of laboratory and diagnostic testing, Vanleeuwen, Publisher Davis ISBN 9780803623156

Physical exam & health assessment St Lab Man Jarvis ISBN 1-4377-1445-5 Copyright 12 Publisher Saunder Edition 6 Binding Paperback

Nursing 2017 Drug Handbook, Lippincott ISBN 9781496322555 Copyright 15 Publisher Lipp

Lippincott Manual of Nursing Practice (Ed: 10) Lippincott ISBN 9781451173543 Copyright 14 Publisher Lippincott Edition 10 Binding Hardback

Yoost, B. & Crawford, L. (2016). *Fundamentals of nursing*. St. Louis, MO: Mosby Elsevier.

Yoost, B. & Crawford, L. (2016). *Fundamentals of nursing study guide*. St. Louis, MO: Mosby Elsevier.

Publisher: see above

Additional Recommended Reading(s):
Kaplan/ATI Testing with assigned reading/testing assignments (and remediation) noted in each module per Blackboard Learning System

Student Learning Outcomes:
The Texas State Board of Nurses (BON) provides differentiated essential competencies (DECs) (2010) to guide nursing education programs in developing a curriculum which prepares graduates to provide safe, competent, compassionate care. The competencies from the BON show the expected level of performance, integrating knowledge, skills, abilities, and judgment based upon the preparation in the program of study. The differentiation is based upon the level of the nursing education program which the student is enrolled.
The NTCC nursing program director and faculty incorporate the Differentiated Essential Competencies (DECs) (2010) into the student learning outcomes of each course, based on the level of the nursing educational program. The learning outcomes of this course are based on the essential competencies of graduates of Texas Associates Degree Nursing education program

Student Learning Course Objectives for Health Care Concepts IV
Upon completion of this course the student will:
Utilize a systematic process to analyze selected advanced health care concepts for patients across the lifespan.
1. Critique nursing management for selected advanced health care concepts.
2. Relate the learned concepts to a variety of health care situations.
3. Analyze the interrelatedness of health care concepts to make clinical judgements for optimum patient care outcomes.

Student Learning Course Objectives for Professional Nursing Concepts IV
Upon completion of this course the student will:
1. Integrate the attributes and roles of the professional nurse into practice.
2. Use clinical reasoning and evidenced-based practice outcomes as the basis for decision making and comprehensive, safe patient-centered care.
3. Integrate principles of quality improvement and safety into nursing practice.
4. Justify decisions based on legal-ethical parameters for professional nursing practice.
5. Demonstrate professional comportment.
6. Engage in effective professional collaboration in the delivery of healthcare for quality patient outcomes.

Exemplary Educational Objectives: see above

Grading/Exams/Assignments:

The student is expected to achieve a cumulative module exam grade of a "true" 75% or better (refer to the 2017-2018 Nursing Student handbook for specific verbiage: IE: no rounding of 74.9.) There is not a final exam for these combined courses, so a true 75 score in the cumulative module exams must be achieved to be eligible to test for the Kaplan and ATI readiness exams. If the student has made below a 75 as a cumulative module test score, they will have failed the course. Successful completion of this course assists in preparation of the student to take the National Council State Boards of Nursing (NCLEX-RN) licensure examination.

Tests/Exams:

Total course grade breakdown is as follows:

(7) module exams	70%
ATI testing Kaplan testing	5%
Classroom participation with case studies, group projects/pop quizzes	10%
Final Exam	15%
Course Grade Total	100%

Dosage Calculations competency:

Advanced math dosage examination is required to work in the clinical environment and perform medication administration. A passing grade of 100% (pass/fail) will be required to continue in the ADN program. This math dosage calculations exam will include for example: pediatric dosage calculations, IV therapy dosage calculations, IV fluid volume to be infused, and infusion drop rate calculations. The student will have up to three (3) attempts to pass this math exam. The math exam grade will not be calculated with this course grade and is a pass/fail score.

Other Course Requirements:

This is a hybrid course with a large portion of the reading and homework to be found on the Bb Learning platform and to be completed before coming to class. Teaching methodologies include didactic and skills laboratory using low and high-fidelity simulation to reinforce didactic teaching. Classroom student engagement is essential to student learning and is achieved through group projects, assigned case study research/presentations, and guest speakers. Module exams, ATI/Kaplan testing with active test remediation, group projects/case studies during face-to-face class time with low and high-fidelity simulation for content reinforcement will be utilized throughout this course.

Student Responsibilities/Expectations:

See Nursing Program Handbook 2017-2018 for specific expectations. Cell phones and smart watches are to be kept in the student's backpack and placed on silent mode. These devices can be accessed at break and/or by prior arrangement with faculty.

NTCC Academic Honesty Statement:

"Students are expected to complete course work in an honest manner, using their intellects and resources designated as allowable by the course instructor. Students are responsible for addressing questions about allowable resources with the course instructor. NTCC upholds the highest standards

of academic integrity. This course will follow the NTCC Academic Honesty policy stated in the Student Handbook."

Academic Ethics:
The college expects all students to engage in academic pursuits in a manner that is beyond reproach. Students are expected to maintain complete honesty and integrity in their academic pursuit. Academic dishonesty such as cheating, plagiarism, and collusion is unacceptable and may result in disciplinary action. Refer to the student handbook for more information on this subject.

ADA Statement:
It is the policy of NTCC to provide reasonable accommodations for qualified individuals who are students with disabilities. This College will adhere to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to request accommodations. An appointment can be made with John Coleman, Academic Advisor/Coordinator of Special Populations located in the College Connection. He can be reached at 903-434-8104. For more information and to obtain a copy of the Request for Accommodations, please refer to the NTCC website - Special Populations.

Family Educational Rights and Privacy Act (FERPA):
The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's educational records. These rights transfer to the student when he or she attends a school beyond the high school level. Students to whom the rights have transferred are considered "eligible students." In essence, a parent has no legal right to obtain information concerning the child's college records without the written consent of the student. In compliance with FERPA, information classified as "directory information" may be released to the general public without the written consent of the student unless the student makes a request in writing. Directory information is defined as: the student's name, permanent address and/or local address, telephone listing, dates of attendance, most recent previous education institution attended, other information including major, field of study, degrees, awards received, and participation in officially recognized activities/sports.

Other Course Policies:
Refer to Nursing Program Student Handbook 2017-2018 for specific policies.

Revised 01/15/2019