

Introduction to Health Care Concepts

Course Syllabus: RNSG 1128 Fall 2017



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

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	8:00-4:30	8:00-4:30	8:00-4:30	8:00-4:30	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.

Catalog Course Description (include prerequisites):

An introduction to concept-based learning with emphasis on selected pathophysiological concepts with nursing applications. Concepts include acid-base balance, fluid and electrolytes, immunity, gas exchange, perfusion, metabolism, coping, and tissue integrity.

Required/Recommended Textbooks:

- ADN Nursing Faculty. (2017). Syllabus and Classroom Learning Folder. Northeast Texas Community College.
- American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (Sixth ed.). American Psychological Association.
- Ball, J., Bindler, R. M. G., Cowen, K. J., & Ball, J. (2012). *Principles of pediatric nursing: Caring for children*. Boston: Pearson.
- Barba, M. P., & Smith, S. Fucci. *Sandra Smith's review for NCLEX-RN*. Thirteenth edition.
- Billings, D. M. G. (2011). *Lippincott's Q & A review for NCLEX-RN*. Philadelphia: Wolters Kluwer Health/Lippincott Williams & Wilkins.
- Carpenito, L. J. (2012). *Nursing Diagnosis: Application to Clinical Practice* (14th ed.). Philadelphia: Wolters Kluwer Lippincott Williams & Wilkins.
- Carpenito, L. J. (2014). *Nursing Care Plans: Transitional patient & family centered care* (Sixth ed.). Philadelphia: Wolters Kluwer Lippincott Williams & Wilkins.
- Gahart, B. L., & Nazareno, A. R. (2017). *Intravenous medications: A handbook for nurses and health professionals* (33rd ed.). St. Louis: Mosby Elsevier.
- Ignatavicius, D. D. & Workman, M. L. (2016). *Medical-Surgical Nursing: Patient-Centered Collaborative Care* (8th ed.). Philadelphia: Elsevier/Saunders.
- Ignatavicius, D. D. & Workman, M. L. (2016). *Medical-Surgical Nursing: Patient-Centered Collaborative Care Study Guide* (8th ed.). Philadelphia: Elsevier/Saunders.

Jarvis, C. (2016). *Physical Examination & Health Assessment* (Seventh ed.). Saint Louis, Missouri:

Elsevier.

- Jarvis, C. (2016). *Physical Examination & Health Assessment Pocket Companion* (Seventh ed.). Saint Louis, Missouri: Elsevier.
- Jarvis, C. (2016). *Physical Examination & Health Assessment Student Laboratory Manual* (Seventh ed.). Saint Louis, Missouri: Elsevier
- Kneisl, C. R., & Trigoboff, E. (2009). *Contemporary psychiatric-mental health nursing*. Upper Saddle River, N.J: Pearson Prentice Hall.
- Leonard, P. C. (2013). *Quick and easy medical terminology*. (8th ed.). Saint Louis, Missouri: Elsevier.
- Moore, M. C. (2009). *Pocket guide to Nutritional Assessment and Care* (Sixth ed.). Saint Louis, Missouri: Elsevier.
- Nettina, S. M. (2014). *Lippincott Manual of Nursing* (Tenth ed.). Philadelphia: Wolter Kluwer Lippincott Williams & Wilkins.
- Nursing: A Concept-based Approach to Learning* (2nd edition, Volume 1), (2015). Upper Saddle River, NJ: Pearson.
- Nursing: A Concept-based Approach to Learning* (2nd edition, Volume 2), (2015). Upper Saddle River, NJ: Pearson.
- Nursing Faculty. (2016). Northeast Texas Community College. *Associate Degree Nursing Handbook*.
- Nursing2016. (2016). *Nursing2016 Drug Handbook* (36th ed.). Philadelphia: Wolters Kluwer Lippincott Williams & Wilkins.
- Ogden, S. J. & Fluharty, L. K. (2016). *Calculation of Drug Dosages*. (10th ed.). St. Louis: Mosby Elsevier.
- Davidson, Michele R. (2012). *Olds' maternal-newborn nursing & women's health across the lifespan*. Boston: Pearson.
- Silvestri, L. A. (1999). *Saunders comprehensive review for NCLEX-RN*. (6th ed.). London: W.B. Saunders.
- Smith, S. F; Duell, D. J., & Martin, B. C. (2012). *Clinical Nursing Skills*. (9th ed.). New Jersey: Pearson.
- 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.

Additional Recommended Readings:

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 Outcomes Objectives for RNSG 1128:

Upon completion of this course the student will:

1. Utilize a systematic process to evaluate the human body response to selected health problems referred to as concepts.
2. Apply pathophysiological and assessment data when planning and implementing nursing actions.

Exemplary Educational Objectives:

See above

Grading Policy and Procedures

Course grades are based on scores; quizzes, exams, special assignments, lab practical examinations and final examinations. Percentages are listed in specific course syllabi. All tests are the property of Northeast Texas Community College and are not to be retained by students. The course schedule of class topics and exams is subject to change as the need arises.

A minimum overall grade of "C" is required in all Nursing courses before using that course as a prerequisite for the next course in sequence. In preparation for the State Board examination, the letter grade assigned to all Nursing courses shall be determined as follows:

A = 90 – 100
B = 80 – 89
C = 75 – 79
D = 66 – 74
F = 65 and below

The average of the exam grades, before weighted calculation is performed, must be 75% or above to pass the course. Grades will not be rounded when calculating the average (74.5 – 74.9 is not rounded to 75). Students with an exam average of 75 or higher will have course grades calculated based on the weighted calculation of the exams and other required course work. A minimum grade of 75% and a letter grade of "C" or higher is required to receive credit for the nursing course.

The grade earned in this course will be based on the following criteria:

Module Exams (7).....	70%
Final Exam (1).....	20%
Pop-Quizzes, ATI, Kaplan, other Assignments.....	10%

Total 100%

Additionally, all class examinations are considered to be a major part of the course work upon which a major portion of your final grade will be based. If the total average of the module exams is below 75 percent the student will not qualify to sit for the final examination and will fail this course.

Course Requirements

The student is required to take 7 unit tests and a comprehensive final. These tests cover content for RNSG 1125, 1128 and 1430.

The student is expected to participate in in-class, simulation and other lab activities, and complete assigned activities.

The grade for RNSG 1125, 1128, and 1430 will be determined by average of grades on:

7 unit exams

1 comprehensive final

The student will receive the same grade for RNSG 1125, 1128, and 1430.

- See the Evaluation Policy in the student handbook for grading and progression information.
- See the Attendance Policy in the student handbook for attendance requirements.
- See the Policy for Test Taking/Grade information in the student handbook for information on testing.

STATE LICENSE:

"For students in this course who may have a criminal background, please be advised that the background could keep you from being licensed by the State of Texas. If you have a question about your background and licensure, please speak with your faculty member or the department chair. You also have the right to request a criminal history evaluation letter from the applicable licensing agency."

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.

Last Revised: 08/17