

# Texas Concept-Based Curriculum

## RNSG 2362 – Clinical II

### Course Syllabus: Spring 2018



**NORTHEAST TEXAS**  
COMMUNITY COLLEGE

---

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

**Chrystal Brown, MSN, RN**

**Office:** UHS #207

**Phone:** 903-434-8302

**Email:** [cbrown@ntcc.edu](mailto:cbrown@ntcc.edu)

Office Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Online
	9:00-4:30	9:00-4:30	9:00-4:30	Clinical	By Appt.	Hybrid

*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):** A health-related work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional. The student must pass both RNSG 2172, 2572 and 2362 concurrently in order to be able to progress to the Level III nursing courses. Prerequisites: RNSG 1125, 1128, 1430, 1216, 1161

#### **Required Textbook(s):**

- 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* (14<sup>th</sup> 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* (8<sup>th</sup> ed.). Philadelphia: Elsevier/Saunders.
- Ignatavicius, D. D. & Workman, M. L. (2016). *Medical-Surgical Nursing: Patient-Centered Collaborative Care Study Guide* (8<sup>th</sup> 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. (2017). 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.

### **Student Learning Outcomes:**

By the end of the course, the student will be able to:

1. Apply knowledge of selected concepts to clinical situations.
2. Utilize clinical reasoning and knowledge based on the nursing program of study to date and evidence-based practice outcomes as the basis for decision making and safe patient-centered care for two to three clients in an acute care setting.
3. Utilize a systematic process to develop concept maps to provide patient-centered care to diverse patients across the life span (including teaching, referrals, etc.).
4. Implement measures to promote a safe environment for patients and others.
5. Demonstrate beginning collaboration and communication skills with diverse patients, families and the interdisciplinary team to plan, deliver and evaluate care.
6. Demonstrate beginning skills in using patient care technologies and information systems that support safe nursing practice.
7. Adhere to standards of practice within legal, ethical, and regulatory frameworks of the professional nurse.
8. Demonstrate attributes of the professional nurse.
9. Identify delegation of nursing interventions to appropriate personnel.

### **Exemplary Educational Objectives:**

N/A

### **SCANS Skills:**

N/A

**Evaluation/Grading Policy:**

Grading Scale:        “A” 90 to 100  
                              “B” 80 to 89  
                              “C” 75 to 79  
                              “F” below 75

*Course grade breakdown:*

<b>Post-Clinical Paperwork:</b>	<b>80%</b>
<b>Reflection Journal Entries &amp; Written Assignments</b>	<b>20%</b>
<b>TOTAL</b>	<b>100%</b>

**Failure to submit any written assignment on time will result in an automatic deduction of 10% of the possible 100 points unless instructor notified before due date. Completion of all assignments will still be required for successful completion of this course.** See the Grading/Evaluation/Academic Progression Policy in the student handbook for grading and progression information, and more information about late work.

**Tests/Exams:**

None

**Other Course Requirements:**

Stethoscope, watch with second hand, bandage scissors, and a school provided name badge with picture ID.

**Student Responsibilities/Expectations:**

See classroom learning folder and handbook for details.

**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.