



VNSG 1429 Medical-Surgical Nursing I

Course Syllabus: Fall 2018

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

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Office Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Online
(For Mrs. Overstreet, who will be primary instructor, providing lectures, administering assignments and exams.)	0900-1700 by prearranged appointment	2-5 PM	2-5 PM	clinical off campus TBA	9-12 by prearranged appointment	M through F 8 AM-8PM Blackboard or email

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):

The application of the nursing process in the adult patient experiencing medical surgical conditions along the health-illness continuum in a variety of health care settings. Corequisite courses: VNSG 1304, 1502, and 1260.

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.

Required Textbook(s):

Callahan, B. (2019). *Clinical Nursing Skills: A Concept-Based Approach* (3 ed., Vol. 3). Hoboken: Pearson. ISBN: 978-0-13461683-4

Jarvis, C. (2016). *Pocket Companion for Physical Examination and Health Assessment* (7th ed.). St. Louis, MO: Elsevier. ISBN: 978-0-32326537-9

Karch, A. M. (2018). *Lippincott Pocket Drug Guide for Nurses*. Philadelphia: Wolters Kluwer. ISBN: 978-1-49637193-5

Ogden, Sheila J.; Fluharty, Linda K. (2016). *Calculation of Drug Dosages: A Work Text* (10th ed.). St Louis: Elsevier Health Services. ISBN:978-0-32331069-7

Silvestri, Linda A.; Silvestri, Angela E. (2019). *Saunders Comprehensive Review for the NCLEX-PN Examination* (7th ed.). St Louis, MO: Elsevier.

Van Leeuwen, A. M. (2015). *Davis' Comprehensive Handbook Lab and Diagnostic Tests with Nursing Implications* (6th ed.). Philadelphia, PA: F.A. Davis. ISBN:978-0-80364405-2

Williams, L.S., Hopper, P.D. (2015). *Student Workbook for Understanding Medical Surgical Nursing* (5th ed.). Philadelphia, PA: F.A. Davis. ISBN:978-0-80364069-6

Williams, L.S., Hopper, P.D. (2015). *Understanding Medical Surgical Nursing* (5th ed.). Philadelphia, PA: F.A. Davis. ISBN:978-0-80364068-9

Yoost, B.L., Crawford, L.R. (2016). *Fundamentals of Nursing* (1st ed.). St Louis MO: Elsevier. ISBN:978-0-32329557-4

Yoost, B.L., Crawford, L.R. (2016). *Study Guide for Fundamentals of Nursing* (1st ed.). St Louis, MO: Elsevier. ISBN:978-0-32335853-8

Publisher: See Above

ISBN Number: See Above

Recommended Reading(s):

ATI and Kaplan online learning platform assignments; refer to Blackboard for specific reading content

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 Vocational nursing education program.

The student is responsible for accomplishment of all behavioral objectives either through class presentation or via independent study.

Student outcomes that meet Differentiated Entry Level Competencies are as follows:

A. As Member of the Profession:

1. Function within the nurse's legal scope of practice and in accordance with the policies and procedures of the employing health care institution or practice setting.

2. Contribute to activities that promote the development and practice of vocational nursing.

3. Demonstrate responsibility for continued competence in nursing practice, and develop insight through reflection, self-analysis, self-care, and lifelong learning.

B. Provider of Patient-Centered Care:

1. Use established evidence-based policies as the basis for decision making in nursing practice

2. In the classroom/lab setting, assist in determining the physical and mental health status, needs, and preferences of culturally, ethnically, and socially diverse patients and their families based on interpretation of health-related data.

3. Through case scenarios and classroom testing/group activities, report data to assist in the identification of problems and formulation of goals/outcomes and patient-centered plans of care in collaboration with clients and their families, and the interdisciplinary health care team.

C. Patient Safety Advocate:

1. Demonstrate knowledge of the Texas Nursing Practice Act and the Texas Board of Nursing Rules that emphasize safety, as well as federal, state, and local government and accreditation organization safety requirements and standards.

2. In the classroom/ skills lab setting, obtain instruction, supervision, or training as needed when implementing nursing procedures or practices.

5. Comply with mandatory reporting requirements of the Texas Nursing Practice Act.

6. Take into consideration patient safety and organizational policy.

D. Member of the Health Care Team:

1. Participate as an advocate in activities that focus on improving the health care of patients and their families.

SCANS Skills:

Secretary's Commission on Achieving Necessary Skills (SCANS) are an attempt to help make courses more relevant to the needs of a modern work force. SCANS are divided into two types of skills: competencies and foundations. The competencies are the ability to manage resources, to work amicably and productively with others, to acquire and use information, to master complex systems, and to work with a variety of technologies. Foundation skills are organized into the basic literacy and computational skills, the thinking skills necessary to put knowledge to work, and the personal qualities that make workers dedicated and trustworthy. Both are required for successful performance in most jobs.

Baseline Competency Activity To Evaluate Baseline Competency:

COMPETENCY STATEMENTS

Resources:	C 1	Completes assignments as instructed.
Information:	C 5	Apply nursing process and simulate drug administration
	C 6	Transcribes and charts simulate drug administration.
	C 7	Charts simulate drug administration and effectiveness.
	C 8	Computer assignments are completed with a passing grade.
Interpersonal:	C 9	Interacts with students and instructors in-group activities.
	C 14	Interacts with students and instructors in group activities.
Systems	C 15	Understand and use metric and apothecary equivalents with accuracy.
	C 16	Uses critical thinking with question on exams.

FOUNDATION SKILLS

Basic Skills: F 1 Reading assignments
F 2 Prepare reports
F 3 Drug calculations using basic math skills.
F 4 Drug calculations using higher math skills.
F 5 Attends lectures to receive course information
F 6 Presents reports with groups using innovating ways to present material, utilize critical thinking skills.

Thinking Skills:

F 7 Presents reports with groups using innovating ways to present material and utilize critical thinking skills.
F 8 Completes assignments and exams
F 9 Utilize critical thinking with questions on exams
F 10 Describe steps taken in the administration of medications by IM, IV and Sub Q routes
F 11 Complete assignments and exams
F 12 Utilize critical thinking with questions on exams

Personal Qualities:

F 13 Complete assignments and exams
F 15 Presents reports with groups using innovating ways to present material and utilize critical thinking skills.
F 17 Completes all assignments with honesty.

Lectures & Discussions:

See course calendar (which may be downloaded from Blackboard) for exact dates and module content objectives with corresponding exams.

Module 1: Critical thinking/Evidence-Based Practice/Nursing Process/Fluid Electrolyte/Acid-Base/Types of Shock; care of patients which include reading assignment in Williams and Hopper textbook:

- Chapters 1,2,4,6,8,9

Module 2: Surgical and Perioperative Care/Pain/Infection Management; care of patients which include reading assignment in Williams and Hopper textbook:

- Chapters 5,10,12,

Module 3: Cancer/Chronic Illness/Rehab/Chronic pain; care of patients

- Chapters 10,11,13

Module 4: Gastrointestinal disorders; care of patients

- Chapters 32-35

Module 5: Urinary disorders; care of patients

- Chapters 36-37,

Module 6: Integumentary/Burns disorders; care of patients

- Chapters 53-55

Module 7: Respiratory disorders; care of patients

- Chapters 29-31

Module 8: Sensory system disorders; care of patients

- Chapters 51-52

Evaluation/Grading Policy:

Students will be evaluated by the instructor in the classroom both in group and individual settings. These evaluations may be provided verbally or in written form. Each student is given the opportunity to evaluate the course and the instructor. A link will be emailed to each student enrolled in the course by NTCC via campus email for anonymous evaluations of the course and course instructor near the end of the semester.

See grading policy below and refer to the VN program handbook for an indepth review of the policy.

Grading Policy for Tests/Exams:

Grading Scale:

A= 90-100 points

B= 80-89 points

C= 75-79 points

F= below 75 points

Exams:

80% of total grade

- Eight module exams: 10% each (8x10=80% of total grade)
- *The student must have a cumulative module exam grade of 75 or above to be eligible to sit for the final exam. If the cumulative module exam grade is below a score of 75, you will not be able to sit for the final exam and will fail the course and be discharged from the nursing program.)*
- Students who score 79 or below on any module exam will be responsible for contacting Mrs. Carie Overstreet at coverstreet@ntcc.edu WITHIN 24 HOURS OF RECEIVING YOUR GRADE to schedule a time for exam remediation. Exam remediation will be expected for successful completion of this course by using both Kaplan and ATI.

Cumulative Final exam:

10% of total grade

Pop Quizzes/Group Projects:

5% of total grade

ATI/Kaplan Exams

5% of total grade

100%

Assignments:

Module exams, cumulative final exam, online ATI/Kaplan testing platforms with test remediation, group projects/case studies during face-to-face class time, homework using student study guide, and high-fidelity simulation for content reinforcement and application.

Math Dosage Calculations Exam is a pass/fail exam. This exam is not calculated into the total course grade or given a percentage of the total course grade.

Dosage Calculation exams using dimensional analysis are given each semester. Successful completion of these exams are mandatory. If, after the 2nd attempt with group remediation, the exam has not been successfully mastered, the student may require math tutorial assistance. Failure to pass the math examination after the 5th attempt described in this syllabus will result in failure in the course. Successful mastery of math exams are defined as a minimum of 100% mastery. A student cannot go into the clinical setting without passing the math calculations exam.

Other Course Requirements:

- A. Achievement of all course and lesson objectives.
- B. Completion of all assignments, such as quizzes, designated assignments, case studies, worksheets, ATI/Kaplan computer assignments/tutorials.
- C. Completion of all major exams and final exam.

Student Responsibilities/Expectations:

Refer to the VN student Handbook for specifics

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 Shanin Garrett, Academic Advisor/Coordinator of Special Populations located in the College Connection. She can be reached at sgarrett@ntcc.edu. 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 the VN Program Handbook.