RNSG 1441

COMMON CONCEPTS OF ADULT HEALTH

SYLLABUS

PREPARED BY HEALTH SCIENCES DIVISION FACULTY:
ASSOCIATE DEGREE NURSING PROGRAM

TEXARKANA COLLEGE
TEXARKANA, TEXAS

TC does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs or activities, admission or employment. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Director of Human Resources/Title IX Coordinator, 2500 N. Robison Rd., Texarkana, TX, 75599
(903) 823-3355 human.resources@texarkanacollege.edu

Revised: August 2026

COURSE NAME: Common Concepts of Adult Health
COURSE NUMBER: RNSG 1441
CREDIT HOURS: 4 HOURS
LECTURE: 3 HOURS
LAB: 1 HOURS
TOTAL CLOCK HOURS: 96 Contact hours

Course Level: Intermediate

Course Description: Integration of previous knowledge and skills into the continued development of the professional nurse as a provider of patient-centered care, patient safety advocate, member of the healthcare team, and member of the profession. Emphasis on clinical decision making for patients in medical-surgical settings experiencing health problems involving gastrointestinal disorders, endocrine and metabolic disorders, reproductive and sexual disorders, musculoskeletal disorders, eye-ear-nose-throat disorders, and integumentary disorders.
Discussion of knowledge, judgment, skills, and professional values within a legal/ethical framework.

Key Concepts and General Course Plan: This course is designed for second-year nursing students. Content related to principles of management, current trends affecting health care delivery, and care of patients with gastrointestinal, endocrine, and metabolic, reproductive and sexual, musculoskeletal, eye-ear-nose-throat, and integumentary disorders. The student has the opportunity to begin to assume responsibility and accountability for the quality of nursing care provided at the graduate nurse level. Mental health concepts, pharmacology, nutrition, technical skills, cultural diversity, and standards of nursing practice are threaded throughout the course.

End of Course Outcomes: Utilize critical thinking, a systematic problem-solving process, as a framework for providing care for patients in structured health care settings experiencing health problems involving gastrointestinal disorders, endocrine and metabolic disorders, reproductive and sexual disorders, musculoskeletal disorders, eye-ear-nose-throat disorders, and integumentary disorders; and integrate the roles of the professional nurse in the provision of care for patients and families.

Prerequisites: ENGL 1301, BIOL 2301, 2101, 2302, 2102, 2320, 2120; PSYC 2301 and 2314; AHA/BLS-HCP.
Basic Students: RNSG 1413, 1360, 1412, 1431, and 1460.
Transition Students: RNSG 1251, 1357, 1160, 2213

Corequisites: ARTS 1301 or MUSI 1306 or DRAM 1310; RNSG 1441, 2213 (Basic Only)

TEXARKANA COLLEGE ASSOCIATE DEGREE NURSING PROGRAM

PROGRAM STUDENT LEARNING OUTCOMES (PSLO)
& General Education Core Competencies

The following program outcomes shape the curriculum and are the criteria for measurement of its success. This reflects the Differentiated Essential Competencies of graduates of Texas nursing programs as a member of the profession, provider of patient-centered care, patient safety advocate and member of the healthcare team.

The graduate will:

1. Utilize clinical judgement skills in the application of the nursing process when providing and managing safe, quality patient-centered care.

2. Coordinate, collaborate and communicate with the interdisciplinary healthcare team to plan, deliver and evaluate care for diverse patients, families, and community populations.

3. Adhere to standards of practice within legal, ethical, and regulatory frameworks of the professional nurse.

4. Apply knowledge of delegation, management, and leadership skills.

5. Demonstrate skill in using patient care technologies and information systems that support safe nursing practice.

6. Promote safety and quality improvement as an advocate and manager of nursing care utilizing evidence-based practice.

*Competent is defined as the ability to do; proficient is defined as the ability to do well; and mastery is defined as the ability to do brilliantly on every occasion. Revised 11/2023

Revised: May 2025
PSLO = I.E. Student Learning Outcomes (Program)
SOP = Texas BON Standards of Practice (2024)
DEC = Texas BON Differentiated Essential Competencies (2021)
DEC-M = Member of the Profession
DEC-P = Provider of Patient-Centered Care
DEC-S= Patient Safety Advocate
DEC-T=Member of the Health Care Team

QSEN - Quality & Safety Education for Nurses
QSEN-P = Patient-Centered Care
QSEN-T = Teamwork and Collaboration
QSEN-E = Evidence-Based Practice
QSEN-Q = Quality Improvement
QSEN-S = Safety
QSEN-I = Informatics

RNSG 1441 CONCEPTS OF CLINICAL DECISION MAKING
COURSE STUDENT LEARNING OUTCOMES
(Competencies to be measured)

Upon completion of this course, the student will be able to:

1. Recognize and respond to physical, emotional, and environmental indicators to promote a safe and healing care environment. PSLO 2, 3, 6; **DEC-M**- B; **DEC-P**-A, B, C, D, E, G, H; **DEC-S**-B, C; **DEC-T**-A, B, C, D; SOP 1B, 1C, 1E, 1F, 1G, 1J, 1L, 1M, 3A; QSEN-P, T, E, S.

2. Discuss delegation, prioritization, and supervision principles according to the Texas Nurse Practice Act to ensure safe and effective care. PSLO 1, 2, 3, 4, 6; **DEC-M**-B; **DEC-P**-A, B, D, H; **DEC-S**-A, B, C, F **DEC-T**-A, B, D, E, F; SOP 1A, 1B, 1G, 1K, 1L, 1R, 1S, 1T, 1U, 3A, 3B; QSEN -P, T, E, Q, S.

3. Demonstrate professional behaviors, ethical reasoning, and commitment to lifelong learning and the six QSEN competencies in the delivery of nursing care. PSLO 1, 3, 4; **DEC-M**- A, D; **DEC-P**-B, D, E, **DEC-S**-A, B, E; **DEC-T**-A, B; SOP 1A, 1B, 1E, 1F, 1H, 1J, 1L, 1R, 1T, 1U, 3A, 3B; QSEN – P, T, Q, S.

4. Demonstrate therapeutic communication techniques and cultural sensitivity when engaging with patients, families and interprofessional team members. PSLO 1, 2, 3, 6; **DEC-M**-B; **DEC-P**-A, B, C, D, E, G, H; **DEC-S**- B, C; **DEC-T**-A, C, D, E, F; SOP 1B, 1D, 1L, 1N, 1P, 1Q, 3A; QSEN – P, T, Q, S.

5. Implement the nursing process to prioritize and evaluate safe, patient-centered care for cultural and socially diverse adult populations. PSLO 1, 2, 3, 5, 6; **DEC-M**-B; **DEC-P**-A, B, C, D, E, G, H; **DEC-S**-B, C; **DEC-T-**A, B, C; SOP 1B, 1C, 1D, 1E, 1F, 1L 1M, 1P, 1Q, 3A; QSEN – P, T, S.

6. Integrate foundational nursing knowledge including pharmacology, nutrition, fluids and electrolytes, and health promotion in the care of adult patients with common medical-surgical conditions. PSLO 1; **DEC-M**-B; **DEC-P**-A, D, F; **DEC-T**-A, C, D; SOP 1B, 1C, 1D, 1F, 1L, 1M, 1O, 1P, 1Q, 1R, 3A; QSEN – P, T, E, S.

COURSE REQUIREMENTS

1. Theory and on-campus lab absences: No more than four (4) absences are allowed. In the event of 5th absence, the student is not allowed to continue in the course and must drop all concurrent nursing courses as well. **On-campus lab days are included in the course RNSG 1441 attendance.**

2. Students who are up to 15 minutes late are tardy. Students who are more than 15 minutes late are counted absent for that entire day—three tardies equal one (1) absence. Leaving class early counts as a tardy or absence according to the time missed.

3. It is the responsibility of each student to contact the course instructor regarding any theory absences. The student is responsible for content missed during theory hours.

4. Inclement Weather Policy: Refer to the Health Science Student Handbook.

5. To meet Student Learning Outcomes in the Associate Degree Nursing Program, students may be required to attend local professional seminars. A nominal fee may be assessed for the seminar. If the seminar is required, the student will be expected to participate in the entire workshop.

6. Outside Readings: Evidence-based readings may be taken from nursing periodicals and other publications to supplement your textbook reading. If outside readings are required, they will be available in the College Library

7. Homework Assignments: Each student will complete designated homework assignments by the given due date and time. The assignments shall be submitted to the students' instructor. ATI Grades will be recorded as the highest grade earned by the assigned due date. Any late homework assignments will **not be accepted** and will receive a **zero.**

8. **Skill checkoffs:** During the semester, students will be assigned skill checkoffs to be demonstrated on campus. Completing all assigned skill checkoffs is **mandatory**. If the skill demonstrations do not meet the required criteria outlined, the student will be given two (2) additional opportunities to demonstrate competence. The highest grade possible for the second attempt will be 75% of the points available for that skill. The third attempt will be 50% of the points available for that skill.
If the student is not successful by the third attempt, the student will NOT be allowed to continue in the program and will NOT be allowed to remain in co-requisite or concurrent courses. Refer to the Texarkana College Student Handbook and Health Sciences Student Handbook.

9. Standards of conduct, as described in the Health Science Division Student Handbook and Texarkana College Student Handbook, will be followed. Disciplinary action is described in the handbooks. Students are responsible for reading and being familiar with these standards. It is an expectation that students treat faculty, staff, and fellow students with respect on campus and in the clinical setting. Incivility **will not be tolerated** in the Health Sciences Programs.

   Should a student not comply with the above expectations, one warning will be given. A repeat offense will result in the student being asked to leave the classroom and or the clinical setting. Appropriate counseling and disciplinary action will follow.

METHODS OF INSTRUCTION

1. Lecture/Discussion
2. Media resources
3. Assigned and supplemental readings
4. Demonstrate/Return demonstration
5. Conference – individual and group
6. Objective testing
7. Self-evaluation
8. Reports and projects
9. Written assignments
10. Computer assignments
11. Study Guides
12. Pre-class activities/quizzes

REQUIRED RESOURCES

Ignatavicius, D.,Workman, M. L. & Rebar, C. (2024). Medical-Surgical Nursing: Concepts for Clinical Judgement and Collaborative Care. (11th Edition). Elsevier: St. Louis, MO. ISBN: 978-0323878265

Ignatavicius, D.,Workman, M. L. & Rebar, C. (2024). Study Guide for Medical-Surgical Nursing: Concepts for Interprofessional Collaborative Care. (11th edition). Elsevier: St. Louis, MO. ISBN: 978-0323878326

Ignatavicius, D.,Workman, M. L. & Rebar, C. (2024). Clinical Companion Medical-Surgical Nursing: Concepts for Clinical Judgement and Collaborative Care. (11th edition). Elsevier: St. Louis, MO. ISBN: 978-0323876995

Ladwig, G.B, Ackley, B.J and Makic, M.B.F. (2021). Mosby's Guide to Nursing Diagnosis. (*Revised reprint*) (6th edition). Elsevier. ISBN: 978-0323875110

Nursing Drug Reference/Guide (most recent edition).

Current NCLEX-RN Examination Review book. Faculty Recommends: Saunders Comprehensive Review for the NCLEX-RN Examination 9th Edition. ISBN: 978-0323795302

Texas Board of Nursing Nurse Practice Act -Current version. www.bon.state.tx.us

Transition Nursing Skills Supply Kit #K1458-latest edition available in the TC bookstore.

Analog/wired headphones for ATI testing.

Computer that adheres to TC's computer requirements policy.

COMPUTER REQUIREMENTS POLICY

Students are required to have a computer with internet access for classes. Smart phones, iPads, Android tablets, Chromebooks, etc., are not acceptable substitutes because they lack software compatibility necessary to complete all assignments and tests. Financial costs for the necessary equipment and internet access are the responsibility of the student. Students needing to purchase a computer may do so through the Texarkana College Bookstore. Systems purchased through the bookstore meet or exceed all requirements, are competitively priced, and maybe purchased using financial aid funds. If the system is purchased through another source, it is the student's responsibility to ensure the system meets all requirements.

Computer systems requirements:

- Webcam, microphone, and speakers or headphones
- Windows 10 or a recent version of Mac OS (minimum Sierra). Windows 10 S mode is not supported
- Hardware capable of running Microsoft Teams (free download) and supports multi-media playback
- Support for Chrome or Microsoft Edge – Note: Firefox, Safari, or other browsers may not work on all TC applications
- Able to run Microsoft Office which will be provided free to TC students
- Adobe Reader or another PDF viewer
- Antivirus software such as Windows Defender or another 3rd party anti-virus solution
- The Respondus Lockdown browser is used for taking tests; therefore, the system must be capable of running this software. Most newer systems that meet other specifications should work.

Students should regularly back up content to prevent loss of coursework due to hardware failure. Backup copies of documents and other coursework may be placed on OneDrive cloud storage. OneDrive is included free of charge for all TC students. A list of Internet service providers can befound on the TC website at: https://www.texarkanacollege.edu/coronavirus/

METHODS OF EVALUATION

1. Students must have a passing exam average (unit exams and final) of 75 or greater to successfully complete the course. Once this is accomplished, the other grade categories will be averaged into the overall course grade.

2. The overall course grade must be 75 or higher to pass the course and progress in the program.

3. RNSG 1441, RNSG 2360, and RNSG 2213 (Basic ADN) must be passed concurrently to progress in the program.

4. Testing: An objective examination will be given at the conclusion of each unit. There are a total of six (6) unit exams. Exam scores are available from your teaching faculty or the online grade book. Each unit exam will have dosage calculation problems.

5. A comprehensive Final Exam will be given at the end of the semester.

6. All exams, except for the final exam, are available for review in your teaching faculty's office for a period of one week following the date of the exam. This is your only opportunity to review the exams.

7. Discussion or disclosing the exams to others constitutes a **BREACH OF ETHICS**. Refrain from discussing the contents of exams with anyone other than the faculty.

8. During the administration of exams, the student will not be allowed to bring any items into the classroom (purses, hats, bags, books, backpacks, cell phones, smartwatches, digital devices, etc.) except basic analog/wired headphones, optional earplugs, and car keys.

9. Students who do not achieve a **passing grade of 75% on each unit exam will be required to complete remediation in ATI by the assigned date.** A score of at least 80% must be attained on all remediation. A student may not be allowed to take the final exam if remediation is not completed by the due date. Remediation is intended to strengthen the students' understanding of the unit content in preparation for the course final exam.

10. If a student is absent on the day of a unit exam, a make-up exam will be given. The student has five (5) business days (not counting weekends) to complete the exam. The student is responsible for contacting the course instructor(s) to schedule a test time. Make-up exams are administered in the TC Testing Center in the Academic Commons. It is the student's responsibility to know the Testing Center policies and hours of operation. The exam will consist of 25 questions, and students will be given 37.5 minutes to take the exam. **Failure to take the make-up exam in the allotted five (5) days will result in a grade of zero.**

11. **Students must have a passing exam average (comprised of the unit exams and final exam) of 75 or greater to successfully complete the course.**

    Exam Average is calculated as:
    - 75% Unit Exams
    - 25% Final

    Once the passing exam average has been attained, the overall course grade computation is:
    - 80% Exam Average
    - 10% ATI Practice and Proctored Assessments with Remediation
    - 10% Homework

    Exam Scores are recorded as the score earned and will **not** be rounded. Example: 74.99 will be recorded as 74.99 and will be a "D." **There will be NO rounding of exam averages, course averages, or other course work in the Health Sciences ADN Program.**

12. If absent, there will be no opportunity to make-up grades earned during in-class activities or pop quizzes.

13. Successful completion of a Dosage Calculation Proctored Exam with a passing grade of 84 is a requirement of the course. The Dosage Calculation Exam score is not included in the calculation of the course grade. It is a pass/fail only. One hour will be allowed to take the exam.

    Should a passing grade on the first exam not be achieved, two retakes will be allowed. If a retake is required, the student must remediate before taking the exam the second time. Dosage Calculation retake exams will be administered in the testing center and due on the date specified in the course calendar.

    A passing score of 84 must be achieved by the date announced, or the student will not be allowed to attend clinical days. Should a passing grade on the third exam (second retake) not be achieved, the student will receive a grade of "D" in RNSG 1441 and will not be able to progress in the program. The student must withdraw from RNSG 2360 and RNSG 2213 (Basic only).

14. Progression in Concurrent Courses: RNSG 1441, RNSG 2360, and RNSG 2213 (Basic only). Students must register and enroll in **all** nursing courses. A student who is unsuccessful in RNSG 1441 or RNSG 2360 may not progress in the concurrent course.

    Drop procedures follow college policy. If a nursing course is dropped, on or before the "Drop Date," the concurrent nursing courses must also be dropped. Failure on the student's part to drop the concurrent courses will result in a failing grade being recorded as the grade for that course. This may adversely affect the student's GPA.

If the theory course, RNSG 1441, is dropped, the student cannot continue in RNSG 2213 (Basic ADN) and RNSG 2360. The student must pass RNSG 1441, 2213, and 2360 concurrently to remain in the Associate Degree Nursing Program.

If the student fails theory but has successfully passed the clinical course, RNSG 2360, they will receive the clinical grade earned on their transcript but must **take all courses** concurrently if the student is accepted for reentry. A student who is unsuccessful in any nursing course may reapply to the School of Nursing through the re-admission process.

Students are expected to follow the printed Curriculum Agreement plan. If the student is withdrawing from a general education course listed on the curriculum agreement, the student **must** discuss this action with the course coordinator before withdrawal as progression in nursing courses may be affected.

Student Acknowledgement of Alternate Operations during Campus Closure: Online/Virtual Environment Instructional Commitment and Online Teaching Environment Guidelines and Policies

By signing below, I acknowledge that I have received a copy of and have read the Online/Virtual Environment Instructional Commitment and Online Teaching Environment Guidelines and Policies. I am aware of the policies and I understand that it is my responsibility to monitor Texarkana College's website (www.texarkanacollege.edu) for instructions about continuing courses remotely. In addition, it is my responsibility to monitor instructor email notifications on the method of delivery and course-specific communication and Texarkana College email notifications for important general information.

_____ _____

Student Printed Name Date

_____

Student Signature

ATI Resources for Student Success

Throughout the course, the student will be responsible for completing ATI assessments and modules as assigned by your instructor.

What is ATI?

- Assessment Technologies Institute® (ATI) offers an assessment-driven review program designed to enhance student NCLEX-RN success.
- The comprehensive program offers multiple assessments and remediation activities. These include assessment indicators for academic success, critical thinking, and learning styles, online tutorials, online practice testing, and proctored testing over the major content areas in nursing. These ATI tools, in combination with the nursing program content, assist students in preparing more efficiently, as well as increasing confidence and familiarity with nursing content.
- Data from student testing and remediation can be used for the program's quality improvement and outcome evaluation.
- ATI information and orientation resources can be accessed from your student home page. **It is highly recommended that you spend time navigating through these orientation materials.**

Some of the assessment and remediation tools used in ATI are:

- **Modular Study:** ATI provides online review modules that include written and video materials in all content areas. Students are encouraged to use these modules to supplement course work, and instructors may assign these during the course and/or as part of active learning/remediation following assessments.
- **Tutorials:** ATI offers unique Tutorials that teach nursing students how to think like a nurse, how to take a nursing assessment, and how to make sound clinical decisions. **Nurse Logic** is an excellent way to learn the basics of how nurses think and make decisions. **Learning System** offers practice tests in specific nursing content areas that allow students to apply the valuable learning tools from Nurse Logic. Features are embedded in the Tutorials that help students gain an understanding of the content, such as a Hint Button, a Talking Glossary, and a Critical Thinking Guide.
- **Assessments:** Standardized Assessments will help the student to identify what they know as well as areas requiring active learning/remediation. There are practice assessments available to the student and standardized proctored assessments that may be scheduled during courses.
- **Active Learning/Remediation:** Active Learning/Remediation is a process of reviewing content in an area that was not learned or not fully understood, as demonstrated in an assessment. It is intended to help the student review important information to be successful in courses and on the NCLEX. The student's individual performance profile will contain a list of the topics to review. The student can remediate, using the Focused Review that contains links to ATI books, media clips, and active learning templates.
- The instructor has online access to detailed information about the timing and duration of time spent in the assessment, focused reviews, and tutorials. Students can provide documentation that required ATI work was completed using the "My Transcript" feature under "My Results" of the ATI Student Home Page or by submitting written Remediation Templates as required.

ATI CONTENT MASTERY POLICY

ATI Content Mastery consists of Practice and Proctored Assessments that are **10%** of the total course grade. The Grading Rubric for the ATI Assessment is as follows:

STEP 1: Practice Assessment with Required Remediation	Points Earned
A. Complete Practice Assessment • A student will earn a total of 2 points upon completion of the Practice Assessment(s) by the assigned deadline. • A student who does not complete the Practice Assessment(s) by the assigned deadline will receive 0 points.	_____ points (2 pts possible)
B. Complete Remediation • Students will earn a total of **2 points** upon completion of remediation by the assigned deadline. • For each topic missed, students must identify **3 critical points to remember** about the topics. • Students who do not identify **3 critical points to remember** for each topic missed will not receive credit for completing remediation and will receive **0 points** for the assignment.	_____ points (2 pts possible)

STEP 2: Proctored Assessments					Points Earned
A. Complete Proctored Assessment at Assigned Time • Use the table below to calculate points earned and identify remediation requirements. • Students will earn 1 to 4 points based upon the score they earn on the Proctored Assessment.					
Proficiency:	Level 3	Level 2	Level 1	Below Level 1	_____ points (4 pts possible)
Points Earned:	4 points	3 points	2 points	1 point	
B. Complete Remediation • Students will earn a total of **2 points** upon completion of remediation by the assigned deadline regardless of which level they scored on the Proctored Assessment. • For each topic missed, students must identify **3 critical points to remember** about the topics. • Students who do not identify **3 critical points to remember** for each topic missed will not receive credit for completing remediation and will receive **0 points** for the assignment.					_____ points (2 pts possible)
Points Possible = 2 + 2 + 4 + 2 = 10					_____ **Total Points**

DISABILITY ACT STATEMENT

Texarkana College complies with all provisions of the Americans with Disabilities Act and makes reasonable accommodations upon request. Please contact the ADA Compliance Officer at (903) 823-3283, or go by Recruitment, Advisement, and Retention Department for personal assistance.

If you have an accommodation letter from their office indicating that you have a disability, which requires academic accommodation, please present it to Faculty so we can discuss the accommodation that you might need for this class. It is best to make these changes at the beginning if not before the start of class so there is ample time to make the accommodation.

DROP PROCEDURES & FINANCIAL AID

Drop Procedures follow current college policy. In accordance with this policy if the student decides to withdraw from the course, the student must initiate the withdrawal in person in the Admissions Office. Students are expected to follow the printed degree plan. If the student is withdrawing from a general education course listed on the degree plan, the student must discuss this action with the instructor prior to withdrawal, as progression in Nursing courses may be affected.

Attention! Dropping this class may affect your funding in a negative way! You could owe money to the college and/or federal government. Please check with the Financial Aid Office before deciding.

TESTING CENTER POLICIES

The Testing Center is in the Palmer Memorial Library. (Temporarily in the Media Center)
To Take a Test: Students must arrive on time and present a TC picture ID.

The student must know:

- Course Name (RNSG and section number of your class)
- The Test or Exam Unit Number

Testing Center Hours: As posted. No exams will be started within one hour of the posted closing time. Check with the testing center for a schedule of any weekend openings each semester. The Testing Center is not open on College Holidays.

Additional Information:

Students are not allowed to have food or drinks in the classroom, lab, or Testing Center. The cost of damage to computer equipment can be significant due to a minor mishap. Students maynot bring a cellular phone or pager to class or the Testing Center without prior written approval from the Dean of Students. If you leave the Testing Center for any reason during an exam, the exam will be over. You will not be allowed to come back and complete the exam.

****Please refer to the Texarkana College website for Testing Center hours and policies listed for the current semester. ****

BASIC NEEDS SECURITY STATEMENT

Any student who has difficulty affording groceries or accessing enough food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in this course or ability to remain in school, is urged to contact Tonja Blase, Director of Student Retention, at (903)823-3349 for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources that they may possess.

COUNSELING SERVICES

Luretha Loudermill, Licensed Professional Counselor, is available to provide Mental Health support and services for students, faculty, and staff. Ms. Loudermill can be reached by phone at 903-823-3143 and her office is located in the Health Science Building, Room 135. To contact her by email, please use this account: tc.counselor@texarkanacollege.edu.

Texarkana College Student Counselor: (903) 823-3143

Suicide Hotline: 988

SECURITY

Please keep your vehicle locked whenever you are away from it. Make sure you don't leave any valuables in plain sight (purse, phone, and laptop). We want you to be safe. You must acquire a TC parking permit and display it in your vehicle. You must also have a TC student ID badge and always keep it with you.

*Campus police EMERGENCY line: (903) 823-3330**(Add this number to your contacts in your cellphone)* Available 24 hours a day/7 days a week

ACADEMIC DISHONESTY STATEMENT

Academic dishonesty, involving but not limited to cheating on a test, plagiarism, collusion, or falsification of records, will make the student liable for disciplinary action after being investigated by the Dean of Students. Proven violations of this nature may result in the student being dropped from the class with an "F." This policy applies campus-wide, including the TC Testing Center, as well as the off-campus classroom or lab sites.

INSTITUTIONAL EFFECTIVENESS

The purpose of the Associate Degree Nursing Program at Texarkana College is to provide a curriculum that produces a graduate nurse who functions in these roles: member of the profession, provider of patient-centered care, patient safety advocate, and member of the health care team. Attainment of the program objectives by the graduate nurse demonstrates effectiveness.

UNIT 1: Application of the Nursing Process Focusing on Eye-Ear-Nose-Throat Conditions

OBJECTIVES

After the completion of this unit, the student will be able to:

1. Demonstrate knowledge of anatomy and physiology in formulating a care plan for the patient with disorders involving the sensory organs. (CLO 1, 2, 3, 4)
2. Assess characteristics of common sensory system disturbances. (CLO 1, 2, 3)
3. Formulate nursing diagnoses related to the patient with a sensory system disorder and design a plan of care for the patient using evidence-based practice. (CLO 2, 5, 10)
4. Demonstrate the ability to take a health/illness history of patients with disturbances of the sensory system, incorporating societal/cultural differences and apply the nursing process using critical thinking. (CLO, 1, 2, 3, 4, 6, 11)
5. Integrate the purpose of diagnostic measures and treatment modalities for specific sensory system disorders. (CLO 1, 2, 3)
6. Administer medications safely to patients with disturbances of the sensory system based on National Patient Safety Goals. (CLO 1, 3, 6, 7, 9, 11)
7. Perform technical skills following standards of nursing care applicable to patients with sensory system disorders. (CLO 7, 8, 9, 10, 11)
8. Integrate principles of nutrition and food/fluid intake in the care of patients with a sensory system disorder. (CLO 1, 2)
9. Determine the relationship of psychosocial concepts to common sensory system disorders considering cultural/ethnic and social diversity. (CLO 3, 4, 5, 6, 8)
10. Integrate community resources in promoting health, preventing disease, and planning nursing care of the patient with a sensory system disorder. (CLO 1, 2, 10, 11)

THEORETICAL CONTENT

Textbooks: Ignatavicius 11th Edition

a. Chapter 26 Critical Care of Patients with Respiratory Emergencies (Surgical Airway Page 620-629)
b. Chapter 23 Concepts of Care for Patients with Noninfectious Upper Respiratory Conditions
c. Chapter 39 Assessment and Concepts of Care for Patients with Eye and Vision Conditions
d. Chapter 40 Assessment and Concepts of Care for Patients with Ear and Hearing Conditions

Topics include: Tracheostomy, Upper Airway Obstruction, Obstructive Sleep Apnea, Epistaxis, Fractures of the Nose, Facial Trauma, Laryngeal Trauma, Cancer of the Nose and Sinuses, Head and Neck Cancer, Assessment of the Eye and Vision, Cataracts, Glaucoma, Corneal Disorders, Retinal Disorders, Refractive Errors, Trauma, Assessment of the Ear and Hearing Problems, Hearing Loss, Otitis Media, External Otitis, Cerumen or Foreign Bodies, Mastoiditis, Tinnitus, Meniere Disease, Acoustic Neuroma

LEARNING ACTIVITIES

Homework in ATI:

- ATI Skills Module: Airway Management
- Nurse's Touch: Becoming a Professional Nurse: Professional Behaviors in Nursing

Activities include:

- Class Participation
- Case Studies
- Ignatavicius & Workman Clinical Decision- Making Study Guide
- EENT On Campus Lab Day

EVALUATION

Tracheostomy Skills Assessment
Unit 1 Exam

UNIT 2: Application of the Nursing Process Focusing on Reproductive and Sexual Conditions

OBJECTIVES

After the completion of this unit, the student will be able to:

1. Demonstrate knowledge of anatomy and physiology in formulating a care plan for patients with reproductive disorders. (CLO 1, 2, 3, 4)
2. Assess characteristics of common reproductive and sexual disorders. (CLO 1, 2, 3)
3. Formulate nursing diagnoses related to the patient with reproductive or sexual disorders and design a plan of care for the patient using evidence-based practice. (CLO 2, 5, 10)
4. Demonstrate the ability to take a health/illness history of patients with reproductive system and sexual disorders, incorporating societal/cultural differences and apply the nursing process using critical thinking. (CLO 1, 2, 3, 4, 5, 11)
5. Integrate the purpose of diagnostic measures and treatment modalities for specific reproductive and sexual disorders. (CLO 1, 2, 3)
6. Administer medications safely to patients with reproductive and sexual disorders based on National Patient Safety Goals. (CLO 1, 3, 6, 7, 9, 11)
7. Perform technical skills following standards of nursing care applicable to patients with reproductive system and sexual disorders. (CLO 7, 8, 9, 10, 11)
8. Integrate principles of nutrition and food/fluid intake in the care of patients with a reproductive system or sexual disorder. (CLO 1, 2)
9. Determine the relationship of psychosocial concepts to common reproductive and sexual disorders considering cultural/ethnic and social diversity. (CLO 3, 4, 5, 6, 8)
10. Integrate community resources in promoting health, preventing disease, and planning nursing care of the patient with a reproductive system or sexual disorder. (CLO 1, 2, 10, 11)

THEORETICAL CONTENT

Textbooks: Ignatavicius 11th Edition

a. Chapter 61 Assessment of the Reproductive System
b. Chapter 62 Concepts of Care for Patients with Breast Conditions
c. Chapter 63 Concepts of Care for Patients with Gynecologic Conditions
d. Chapter 64 Concepts of Care for Patients with Male Reproductive Conditions
e. Chapter 65 Concepts of Care for Patients with Sexually Transmitted Infections
f. Chapter 5 Concepts of Care for Transgender and Non-Binary Patients

Topics include: Assessment of the Reproductive System, Breast cancer, Benign Breast Disorders, Breast Inflammation and Infection, Uterine Leiomyoma, Pelvic Organ Prolapse, Gynecologic Cancers, Vulvovaginitis, TSS, Prostatic Hyperplasia (BPH), Prostate Cancer, Testicular Cancer, Erectile Dysfunction, Other conditions that affect male reproductive health, Genital Herpes, Syphilis, Genital Warts, Chlamydia, Gonorrhea, Mpox, PID, Transgender Health Issues.

LEARNING ACTIVITIES

Homework in ATI:

- ATI Pharmacology Made Easy: Reproductive and Genitourinary Systems
- Engage Fundamentals RN: Inclusion, Equity, and Diversity

Activities include:

- Class Participation
- Case Studies
- Ignatavicius & Workman Clinical Decision- Making Study Guide

EVALUATION

Unit 2 Exam

UNIT 3: Application of the Nursing Process Focusing on Renal Conditions

OBJECTIVES

After the completion of this unit, the student will be able to:

1. Demonstrate knowledge of anatomy and physiology in formulating a care plan for the patient with renal disturbances. (CLO 1, 2, 3)
2. Assess characteristics of common renal system disturbances. (CLO 1, 2, 6)
3. Formulate nursing diagnoses related to the patient with renal disturbances and design a plan of care for the patient using evidence-based practice. (CLO 2, 3, 10)
4. Demonstrate the ability to take a health/illness history of patients with disturbances of the renal system, incorporating societal/cultural differences and apply the nursing process using critical thinking. (CLO 1, 2, 3, 4, 11)
5. Integrate the purpose of diagnostic measures and treatment modalities for specific renal disturbances. (CLO 1, 2, 10)
6. Administer medications safely to patients with disturbances of the renal system based upon National Patient Safety Goals. (CLO 1, 2, 3, 4, 6, 8, 9, 10, 11)
7. Perform technical skills following standards of nursing care applicable to patients with disturbances of the renal system. (CLO 2, 3, 7, 8, 10, 11)
8. Integrate principles of nutrition and food/fluid intake in the care of patients with a disturbance of the renal system (CLO 1, 2, 5)
9. Determine the relationship of psychosocial concepts to common renal disorders considering cultural/ethnic and social diversity (CLO 3, 4, 5, 6, 8)
   Integrate community resources in promoting health, preventing disease and planning nursing care of the patient with a disturbance of the renal system. (CLO 1, 2, 10, 11)

THEORETICAL CONTENT

Textbooks: Ignatavicius 11th Edition

Chapter 57 Assessment of the Renal/Urinary System
Chapter 58 Concepts of Care for Patients with Urinary Conditions
Chapter 59 Concepts of Care for Patients with Kidney Conditions
Chapter 60 Concepts of Care for Patients with Acute Kidney Injury and Chronic Kidney Disease
Chapter 15 pages 292-296 covering Central Intravenous Therapy

Topics include: Assessment of the urinary and renal system, Urinary Incontinence, Cystitis, Urethritis, Urolithiasis, Urothelial Cancer, Pyelonephritis, Acute and Chronic Glomerulonephritis, Nephrotic Syndrome, Nephrosclerosis, Polycystic Kidney Disease, Hydronephrosis and hydroureter, Renovascular Disease, Diabetic Nephropathy, Renal Cell Carcinoma, Kidney Trauma, Acute Kidney Injury, Chronic Kidney Disease, Central intravenous therapy

LEARNING ACTIVITIES

Homework in ATI:

1. ATI Nurse's Touch: Wellness and Self-care: Wellness, Health Promotion, and Disease Prevention
2. ATI Real Life RN Medical Surgical: Chronic Kidney Disease (Must score a STRONG to receive credit)
   (Student will receive highest grade earned by the due date.)

Activities to include:

- Class Participation
- Case Studies
- Ignatavicius Medical-Surgical Nursing Study Guide
- Renal On Campus Lab

EVALUATION

Unit 3 Exam
Central Venous Catheter Skills Assessment

UNIT 4: Application of the Nursing Process Focusing on Integumentary Function

OBJECTIVES

After the completion of this unit, the student will be able to:

1. Demonstrate knowledge of anatomy and physiology in formulating a care plan for patients with disorders of the integumentary system and those affected by environmental emergencies. (CLO 1, 2, 3, 4)
2. Assess characteristics of common integumentary disorders and common environmental emergencies. (CLO 1, 2, 3)
3. Formulate nursing diagnoses and design a plan of care for integumentary disorders and environmental emergencies using evidence-based practice. (CLO 2, 5, 10)
4. Demonstrate the ability to take a health/illness history of patients affected by integumentary disorders and environmental emergencies incorporating societal/cultural differences and apply the nursing process using critical thinking. (CLO 1, 2, 3, 4, 5, 11)
5. Integrate the purpose of diagnostic measures and treatment modalities for specific integumentary disorders and environmental emergencies. (CLO 1, 2, 3)
6. Administer medications safely based on National Patient Safety Goals. (CLO 1, 3, 6, 7, 9, 11)
7. Perform technical skills following standards of nursing care applicable to patients with integumentary system disorders and environmental emergencies. (CLO 7, 8, 9, 10, 11)
8. Integrate principles of nutrition and food/fluid intake in the care of patients with an integumentary disorder. (CLO 1, 2)
9. Determine the relationship of psychosocial concepts considering cultural/ethnical and social diversity. (CLO 3, 4, 5, 6, 8)
10. Integrate community resources in promoting health, preventing disease, and planning nursing care. (CLO 1, 2, 10, 11)

THEORETICAL CONTENT

Textbooks: Ignatavicius 11th Edition

a. Chapter 20 Assessment of the Skin, Hair, and Nails
b. Chapter 21 Concepts of Care for Patients with Conditions of the Skin, Hair, and Nails
c. Chapter 11 Concepts of Care for Patients with Common Environmental Emergencies

Topics include: Heat Related Illnesses, Cold Related Injuries, Snakebites and Arthropod Bites and Stings, Lightning Injuries, Altitude Related Illnesses, Drowning, Assessment of Skin, Hair, And Nails, Pruritis, Urticaria, Inflammatory Skin Disorders, Psoriasis, Skin Infections, Parasitic Disorders, Skin Trauma, Burns, Skin Cancer, Stevens-Johnson Syndrome, Toxic Epidermal Necrolysis

LEARNING ACTIVITIES

Homework in ATI:

- ATI Learning System RN Practice Quizzes: Medical-Surgical: Dermatological
- Nurse's Touch Professional Communication: Client Education

(Student will receive highest grade earned by the due date.)

Activities include:

- Class Participation
- Case Studies
- Ignatavicius & Workman Clinical Decision- Making Study Guide
- Integumentary On Campus Lab Day-Create a Wound Projects

EVALUATION

Create a Wound Project
Unit 4 Exam

UNIT 5: Application of the Nursing Process Focusing on Endocrine Function

OBJECTIVES

After the completion of this unit, the student will be able to:

1. Demonstrate knowledge of anatomy and physiology in formulating a care plan for the patient with an endocrine disorder. (CLO 1, 2, 3, 4)
2. Assess characteristics of common endocrine disorders. (CLO 1, 2, 3)
3. Formulate nursing diagnoses related to the patient with an endocrine disorder and design a plan of care for the patient using evidence-based practice. (CLO 2, 5, 10)
4. Demonstrate the ability to take a health/ illness history of patients with disorders of the endocrine system, incorporating societal/cultural differences and apply the nursing process using critical thinking. (CLO, 1, 2, 3, 4, 5, 11)
5. Integrate the purpose of diagnostic measures and treatment modalities for specific endocrine disorders. (CLO 1, 2, 3)
6. Administer medications safely to patients with disturbances of the endocrine system based on National Patient Safety Goals. (CLO 1, 3, 6, 7, 9, 11)
7. Perform technical skills following standards of nursing care applicable to patients with disorders of the endocrine system. (CLO 7, 8, 9, 10, 11)
8. Integrate principles of nutrition and food/fluid intake in the care of patients with an endocrine system disorder. (CLO 1, 2)
9. Determine the relationship of psychosocial concepts to common endocrine disorders considering cultural/ethnic and social diversity. (CLO 3, 4, 5, 6, 8)
10. Integrate community resources in promoting health, preventing disease, and planning nursing care of the patient with an endocrine disorder. (CLO 1, 2, 10, 11)

THEORETICAL CONTENT

Textbooks: Ignatavicius 11th Edition

a. Chapter 53 Assessment of the Endocrine System
b. Chapter 54 Concepts of Care for Patients with Pituitary and Adrenal Gland Conditions
c. Chapter 55 Concepts of Care for Patients with Conditions of the Thyroid and Parathyroid Glands
d. Chapter 56 Concepts of Care for Patients with Diabetes Mellitus

Topics include: Assessment of Endocrine Disorders, Hypo/hyperpituitarism, Diabetes Insipidus, SIADH, Adrenal Gland Hypofunction, Hypercortisolism, Hyperaldosteronism, Hypo/hyperthyroidism, Thyroiditis, Thyroid Cancer, hypo/hyperparathyroidism, Diabetes Mellitus

LEARNING ACTIVITIES

Homework in ATI:

- ATI Learning System RN Practice Quizzes: Medical Surgical: Endocrine
- ATI Pharmacology Made Easy: Endocrine System

Activities include:

- Class Participation
- Case Studies
- Ignatavicius & Workman Clinical Decision- Making Study Guide
- Endocrine Projects

EVALUATION

Endocrine Projects
Unit 5 Exam

UNIT 6: Application of the Nursing Process Focusing on Musculoskeletal Function

OBJECTIVES

After the completion of this unit, the student will be able to:

1. Demonstrate knowledge of anatomy and physiology in formulating a care plan for the patient with disorders of the musculoskeletal system. (CLO 1, 2, 3, 4)
2. Assess characteristics of common musculoskeletal disorders. (CLO 1, 2, 3)
3. Formulate nursing diagnoses related to the patient with a musculoskeletal disorder and design a plan of care for the patient using evidence-based practice. (CLO 2, 5, 10)
4. Demonstrate the ability to take a health/illness history of patients with disorders of the musculoskeletal system, incorporating societal/cultural differences and apply the nursing process using critical thinking. (CLO 1, 2, 3, 4, 5, 11)
5. Integrate the purpose of diagnostic measures and treatment modalities for specific musculoskeletal disorders. (CLO 1, 2, 3)
6. Administer medications safely to patients with musculoskeletal system disorders based on National Patient Safety Goals. (CLO 1, 3, 6, 7, 9, 11)
7. Perform technical skills following standards of nursing care applicable to patients with musculoskeletal system disorders. (CLO 7, 8, 9, 10, 11)
8. Integrate principles of nutrition and food/fluid intake in the care of patients with musculoskeletal disorders. (CLO 1, 2)
9. Determine the relationship of psychosocial concepts to common musculoskeletal disorders considering cultural/ethnic and social diversity. (CLO 3, 4, 5, 6, 8)
10. Integrate community resources in promoting health, preventing disease, and planning nursing care of the patient with a musculoskeletal disorder. (CLO 1, 2, 10, 11)

THEORETICAL CONTENT

Textbooks: Ignatavicius 11th Edition

a. Chapter 41 Assessment of the Musculoskeletal System
b. Chapter 42 Concepts of Care for Patients with Musculoskeletal Conditions
c. Chapter 43 Concepts of Care for Arthritis and Total Joint Arthroplasty
d. Chapter 44 Concepts of Care for Patients with Musculoskeletal Trauma

Topics include: Assessment of the Musculoskeletal System, Osteoporosis, Osteomyelitis, Bone Tumors, Common Disorders of the Hand, Common Disorders of the Foot, Osteoarthritis, Rheumatoid Arthritis, Gout, Fractures, Amputations, Carpal Tunnel Syndrome, Knee Injuries, Rotator Cuff Injuries

LEARNING ACTIVITIES

Homework in ATI:

- ATI Learning System RN Practice Quizzes: Medical-Surgical: Musculoskeletal
- ATI Real Life: Total Hip Arthroplasty (Must score STRONG to receive credit)
  (Student will receive the highest grade earned by the due date.)

Activities include:

- Class Participation
- Case Studies
- Ignatavicius & Workman Clinical Decision- Making Study Guide
- Musculoskeletal On Campus Lab

EVALUATION

Unit 6 Exam

TEXARKANA COLLEGE
ASSOCIATE DEGREE NURSING PROGRAM
Student Course Requirement and Program Compliance Agreement

I have read the RNSG 1441 and 2360 Course Syllabus and Clinical Packet and understand the course requirements and policies. I agree to comply with the clinical and classroom policies to meet the requirements for course completion.

I have read the Texarkana College Health Science Division Handbook and understand the policies and procedures stated therein. I agree to comply with all policies and procedures to meet the requirements for course completion.

I have read the Texarkana College Student Handbook and understand the policies described therein. I agree to comply with these policies.

I understand and can utilize the procedures for Standard Precautions that are in the Health Science Student Handbook.

I understand that as a student in Health Science, I am required to be up to date on all immunizations (including TDaP, TB skin test, influenza, and Hepatitis B) during my enrollment in the Health Science Program.

I understand that as a student enrolled at Texarkana College in the Associate Degree Nursing Program, I am entering a profession with a stated code of ethics. (Texarkana College Student Handbook).

I agree to adhere to and maintain strict CONFIDENTIALITY in all situations relating to patient information and care. I also recognize that disclosing the content of clinical teaching scenarios constitutes a breach in ethics. I, therefore, agree to refrain from discussing the contents of these learning experiences with anyone other than the faculty.

During my enrollment in RNSG 1441 and 2360, I understand that photographs and/or videos of clinical teaching/learning activities may take place. Such photos/videos will be the property of Texarkana College and used for learning or advertising purposes only. They would not be used for profit by Texarkana College or the Health Science Division. By signing below, I consent to the activities mentioned above.

Courses: RNSG 1441 and RNSG 2360

Name (Printed): _____

Signature: _____

Date: _____

Revised 08/2026