



RNSG 1441

**COMMON CONCEPTS OF ADULT
HEALTH SYLLABUS**

**PREPARED BY HEALTH SCIENCES DIVISION FACULTY:
ASSOCIATE DEGREE NURSING PROGRAM**

**TEXARKANA COLLEGE
TEXARKANA, TEXAS**

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Course Title: Common Concepts of Adult Health

COURSE SYLLABUS OUTLINE: Fall 2022

COURSE NAME: Common Concepts of Adult Health

COURSE NUMBER: RNSG 1441

CREDIT HRS: 4 LECTURES: 3 LAB:

3 TOTAL CLOCK HOURS: 96

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)

Revised: 2021
PSLO = I.E. Student Learning Outcomes (Program)
CO = Student Learning Outcomes (Course)
** = Critical Thinking/Communication Skills
DEC = Differentiated Essential Competencies (A D N) 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
SOP = Texas Board of Nursing (BON) Standards of Practice (2019)

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. Apply the principles of pharmacology, nutrition, fluids and electrolytes, communication, health promotion, and health teaching. PSLO 1, **DEC-M-B, DEC-P-A, DEC-T-C** SOP 1C, 1D, 1F QSEN - P
- **2. Relate with assistance, selected principles, and procedures of healthcare utilizing the nursing process. PSLO 2, **DEC-P-D, E, G, H, DEC-S-B, DEC-T-A, B, C** SOP 1D, 1F, 1P QSEN - P
- **3. Discuss the importance of evaluating the patient's response to treatment and nursing tasks. PSLO 1 **DEC-P-F, G, SOP 3A, 5** QSEN - P
- **4. Examine therapeutic communication skills to interact effectively with patients, family, and other health care professionals, taking into consideration societal/cultural differences. PSLO 1, 3, 6, **DEC-M-B, D, DEC-P-A, B, C, H, DEC-T-A, D, E, F, SOP 1L, 1P, 3A, QSEN - T**
- **5. Verbalize and explain behaviors that suggest the patient's and family's inability to cope with deviations in health. PSLO 3, 6 **DEC-P-B, D, E, G, DEC-T-A, B, C, D** SOP 1F, QSEN - P, T
- **6. State methods to assess situational and environmental factors that promote a culture of safety for physical and psychological factors in the patient care environment. PSLO 2, 3, **DEC-S-A,B,C,F DEC-T-B, SOP 1E, 1K, 1M, 1N, 1O, 3A, 5** QSEN - S
- **7. Identify delegation principles in nursing tasks according to the Texas Nurse Practice Act. PSLO 4 **DEC-M-A, D DEC-P-D, E, DEC-S-A, E, S DEC-T-B, F, G, SOP 1S, 3B, 1H, 1T** QSEN - T
- **8. Examine and display professional behaviors that reflect a positive image of nursing and service excellence. PSLO 5 **DEC-M-A, B, C, D DEC-P-A, D DEC-S-A, B, E DEC-T-A, B** SOP 1J, 1K, 1R QSEN - Q

- **9.** Describe legal and ethical principles, as well as personal values concerning the practice of nursing including nursing peer review. PSLO 5 **DEC-M-A,B,C,D DEC-P-A,B,D,E DEC-S-A,B,D,E,F DEC-T-A,B,F** SOP1A, 1G, 1J, 1L QSEN – P, Q
- **10.** Discuss emerging evidence-based practices in the delivery of healthcare. PSLO 5, 6 **DEC-M-C, D DEC-P-A, B, C, E, H DEC-S-C DEC-T-A, B, C, E** SOP 1C, 1H, 1Q, 1R, 2, 3A QSEN - E
- **11.** Demonstrate professional activities that promote continuous learning and self-development. PSLO 5 **DEC-M-A, B, C, D DEC-P-H DEC-S-A, E** SOP 1A, 1R, QSEN – Q

COURSE REQUIREMENTS

1. Class 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. Lab Skills: During the semester, students are assigned clinical skills checkoffs to be demonstrated on campus. If the skill demonstrations do not meet the required criteria outlined, the student will be given two (2) additional opportunities for demonstration of the competency. The highest grade possible for the 2nd attempt will be 75%, and 3rd attempt will be 50% of the points available for that skill.

If the student is not successful by the 3rd 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 the Health Science 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.

10. End of Course evaluations are required to be completed by each student before posting of grades for the course.

Computer Requirement Policy

Students are required to have a computer with Internet access for classes. The computer must be an actual computer – smart phones, iPads, Androids, 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 may be 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 backup 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 be found on the TC website at:

<https://www.texarkanacollege.edu/coronavirus/>.

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

REQUIRED TEXTBOOKS

Ignatavicius, D., Workman, M. L. & Rebar, C. (2020). *Medical-Surgical Nursing: Concepts for Interprofessional Collaborative Care*. (10th Edition). Elsevier: St. Louis, MO. ISBN: 978-0323612425

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

Ignatavicius, D., Workman, M. L. & Rebar, C. (2020). *Clinical Companion Medical-Surgical Nursing: Concepts for Interprofessional Collaborative Care*. (10th edition). Elsevier: St. Louis, MO. ISBN: 978-0323681513

Nursing Drug Reference/Guide (most recent edition).

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

Associate Degree Nursing Skills Supply Kit #K1458-latest edition available in the TC bookstore.
The Red Skills bag is for Transition Students

METHODS OF EVALUATION

1. Students must have a passing exam average (unit exams and final) of 75 or greater in order 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 is a total of seven (7) 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 for a scantron form, pencils, 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 student's 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 may be 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 30 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 (unit exams and final) of 75 or greater in order 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 the ATI 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 during a scheduled date and time set by the faculty.

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.

14. Progression in Concurrent Courses: RNSG 1441 RNSG 2213 and RNSG 2360)
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 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, he/she will receive the clinical grade earned on his/her transcript but must **take all three 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.

Alternate Operations during Campus Closure

In the event of an emergency or announced campus closure due to a natural disaster or pandemic, Texarkana College may need to move to altered operations and course delivery methods. During this time, Texarkana College may opt to continue delivery of instruction through methods that include but are not limited to online learning management system (Jenzabar or Moodle), online conferencing through TEAMS, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor Texarkana College's website (www.texarkanacollege.edu) for instructions about continuing courses remotely, instructor email notifications on the method of delivery and course-specific communication, and Texarkana College email notifications for important general information.

COVID-19 Online/Virtual Environment Instructional Commitment

The ongoing Covid-19 situation will require that some course materials and instruction be provided through an online and/or virtual format. Even if all or a portion of a class was originally scheduled to meet face to face, social distancing guidelines associated with Covid-19 will limit the number of students who are able to attend face to face classes in person simultaneously. Further, circumstances associated with Covid-19 could cause the college to be forced to shift completely to an online and/or virtual delivery at any time during the semester. While TC faculty members are committed to providing students the option of face-to-face instruction if possible, students should be prepared to continue their classes in an online and/or virtual environment if necessary. Texarkana College is committed to maintaining engaging, high-quality instruction regardless of the delivery format.

Online Teaching Environment Guideline/Policies

These guidelines and policies will be implemented if the course is moved to the online teaching environment.

Lecture Class Meetings

Online lecture class meetings will take place virtually through Microsoft Teams. Online classes will be held at the same time as face to face classes. ALL enrolled students are expected to be present for class to meet attendance requirements.

Attendance Policy

1. All students must be logged into the Teams classroom 5 minutes before the start of class. Attendance will be taken at the beginning of the class, and students must be visible on a webcam to be considered present. Students should mute their audio upon entrance into the online classroom.
2. After the lecture, attendance will again be taken. If a student is not present at the end of the class meeting, they will be considered absent. Please notify the instructor via the chat feature if a student must leave the classroom early. Leaving the class before the instructor is finished with the days' course work will result in a tardy or absence per Health Science policy.
3. Three tardies equal one absence. The course absenteeism policy will be strictly followed throughout the semester.
4. Please notify the instructor in advance if you cannot attend an online class and or are experiencing technical difficulties logging into Teams.

Office Hours

1. Virtual Office Hours will be posted in the course by faculty.
2. Students are expected to contact faculty via email to arrange for individual meetings regarding course work or concerns. The faculty will communicate with students in a timely manner per business hours.

General Guidelines

1. Students are responsible for reviewing recorded lectures. Virtual Class time will be utilized to discuss any questions and assignments for the unit.
2. Be mindful that when using the webcam, everyone can see everyone else. Proper attire will be expected. Refer to the Health Science Policy regarding dress code in the Handbook.
3. Cell phones should be on silent and no texting or web surfing during class.
4. Students are responsible for their learning environment when at home. Students are advised to minimize distractions to enhance learning and attentiveness in class.
5. Classroom behavior expectations apply to the online environment. Students are required to maintain professionalism while in the virtual classroom. Incivility and poor professional behaviors will not be tolerated. If a student displays inappropriate conduct in the virtual classroom, they will be subject to review by the Professional Conduct Committee per Health Science policy.
6. If students have connection problems, please reach out to the teaching faculty. Students need reliable internet for virtual learning.
7. Assignments must be completed on time. Any late homework assignments will not be accepted and will receive a zero.
8. Faculty will be available to answer questions throughout the week during Team Meetings as well as via email during our virtual office hours.

Online Testing Guidelines

1. All exams will be taken at the regularly scheduled class time through Respondus Lockdown Browser. Students are required to have a laptop with a camera or a webcam, microphone, and speakers or headphones.
2. On the day of the exam, please login at least 15 minutes before the exam is scheduled to begin.
3. Before the exam, each student will need to do:
 - a. Provide a complete 360-degree environmental scan of your testing area and the desk area around the computer. This must be a slow and complete scan so the faculty can completely review your surroundings.
 - b. During the exam, you will be recorded
 - c. All face to face and virtual exams are timed.
 - d. Online examination questions are forward only. Additional test security is required in the online environment and will assist students in preparing for NCLEX testing.
4. Any concerning testing behaviors will be discussed with the student. Testing habits and patterns include:
 - a. Taking their eyes off the computer screen repeatedly, for example, reading the screen then looking to the right.
 - b. Moving out of the camera view.
 - c. Having more than one person in the room.
5. Absolutely no cell phones, smartwatches, or resources such as textbooks or notes can be used.
6. Students who are unsuccessful on the exam will need to schedule a virtual meeting with their clinical instructor to review the exam. Due to test security, specific questions will not be discussed to preserve the integrity of the exam. The instructor will review missed topics with the student.
7. Exam remediation is required for all failed exams.

**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 assessment 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 increase 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 listing 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 Comprehensive Predictor ATI Assessment is as follows:

STEP 1: Practice Assessment with Required Remediation					Points Earned
A. Complete Practice Assessment: <ul style="list-style-type: none"> Student will earn a total of 2 points upon completion of Practice Assessment(s) by the course assigned deadline. Student who does not complete the Practice Assessment by the course assigned deadline will receive 0 points and will still be expected to take the proctored exam on time. 					_____ points (2 points possible)
B. Complete Remediation: <ul style="list-style-type: none"> Student will earn a total of 2 points upon completion of remediation by the course assigned deadline. For each topic missed, complete an active learning template and/or identify three critical points to remember. Student who does not complete 3 critical points for each topic missed will not receive credit for remediation completion and will receive 0 points for the assignment. 					_____ points (2 points possible)
STEP 2: Standardized Proctored Assessment/Comprehensive Predictor Assessment					
A. Complete Standardized Proctored Assessment/Comprehensive Predictor Assessment <ul style="list-style-type: none"> Use Table below to calculate points earned and remediation requirements Student will earn 1 to 4 points based upon the score of their Proctored Assessment 					_____ points (4 points possible)
Your Passing Predictability Score:	95% or above	90% to 94.99%	85% to 89.99%	84.99% or below	
Proficiency:	Level 3	Level 2	Level 1	Below Level 1	
Points Earned:	4 points	3 points	2 points	1 point	
B. Complete Required Remediation Plan After Proctored/Comprehensive Assessment <ul style="list-style-type: none"> Follow the proficiency column that corresponds to your earned level in STEP 2:A. Student will earn 2 points upon completion of their remediation. Student who does not complete remediation by the assigned course deadline will receive 0 points. Student who does not complete 3 critical points for each topic missed will not receive credit for remediation completion and will receive 0 points for the assignment. 					_____ points (2 points possible)
Your Level:	Level 3	Level 2	Level 1	Below Level 1	
	For each topic missed, complete an active learning template and/or identify three critical points to remember	For each topic missed, complete an active learning template and/or identify three critical points to remember	For each topic missed, complete an active learning template and/or identify three critical points to remember	For each topic missed, complete an active learning template and/or identify three critical points to remember	
Points Earned:	2 points	2 points	2 points	2 points	
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 the 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 accommodations, please present it to me so we can discuss the accommodations that you might need for this class. It is best to request these changes at the beginning if not before the start of class so there is ample time to make the accommodations.

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 making a decision.

TESTING CENTER POLICIES

The Testing Center is in the Palmer Memorial Library.

To Take a Test: Students must arrive on time and present a TC picture ID.

The student must know:

1. Course Name (RNSG and section number of your class)
2. 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 may not 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: 1-800-273-8255

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 keep it with you at all times.

Campus police EMERGENCY line: (903) 798-3330
(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.

TEXARKANA COLLEGE
ASSOCIATE DEGREE NURSING PROGRAM
PROGRAM STUDENT LEARNING OUTCOMES (PSLO)
And General Education Core Competencies

The following program objectives are the outcomes, which 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 critical thinking skills** to provide patient-centered nursing care using evidence-based outcomes and the nursing process to accommodate society/cultural differences and communicate the same to other members of the healthcare team.
2. **Demonstrate a personal responsibility** to respect a patient's right to participate in decisions affecting their health by promoting patient-centered care and ensuring confidentiality.
3. **Employ therapeutic communication skills** to act as a patient safety advocate by establishing compassionate, caring and therapeutic relationships in a physically and psychologically safe environment.
4. Accepts and makes assignments and delegates tasks to other members of the healthcare team **using empirical and quantitative skills** that take into consideration patient safety, organizational policies, and scope of practice and demonstrated abilities.
5. Demonstrate professional **and social responsibility** as an associate degree nurse by assuming responsibility and accountability for quality of nursing care, maintaining continued competence, adhering to ethical and legal standards and promoting a positive image of professional nursing.
6. Serve as an advocate for continuity of care **through teamwork** and promote quality and access to healthcare for the patient and family.

*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 at every occasion. Revised 08/2019

OBJECTIVES FOR LAB DAYS

After participating in GASTROINTESTINAL LAB DAY, the student will be able to:

1. Describe alternative means of providing nutrients for patients with an inability to swallow or an existing obstruction in the UGI tract via Total Parenteral Nutrition.
2. Demonstrate the correct placement of a nasogastric tube and assess for tube patency.
3. Describe how to irrigate and remove a nasogastric tube
4. Discuss nursing centered interventions to prepare patients for diagnostic procedures

After participating in the EENT ON CAMPUS LAB DAY, the student will be able to:

1. Describe nursing centered interventions when caring for visually impaired patients.
2. Describe nursing centered interventions when caring for hearing-impaired patients.
3. Discuss the management of patients with nasal/throat disorders.
4. Describe differences in refractive errors and chronic eye conditions and their management.
5. Demonstrate tracheostomy cleaning/care and proper suctioning techniques.

After participating in the ENDOCRINE LAB DAY, the student will be able to:

1. To plan and present a teaching topic from the Endocrine Teaching List.
2. Discuss nursing care related to associated endocrine system disorders.
3. Discuss pharmacologic therapies used to treat endocrine disorders.

After participating in the SKIN/BURNS LAB DAY, the student will be able to:

1. Assess burns, including depth and degree.
2. Describe patient-centered nursing interventions for patients with burn injuries.
3. Discuss appropriate fluid and electrolyte replacement therapy.
4. Describe patient-centered interventions for the care of a patient with wounds.
5. Develop a plan of care for a burn patient.

After participating in CRITICAL CARE LAB DAY, the student will be able to:

1. Describe and classify patients into priority levels using emergency triage principles.
2. Identify acid-base disorders and describe appropriate nursing interventions for each condition.
3. Describe patient-centered interventions for the care of the patient with a chest tube
4. Describe patient centered interventions for the care of critically ill patients with respiratory problems.
5. Identify signs and symptoms of shock and describe appropriate nursing interventions.

After participating in MUSCULOSKELETAL LAB DAY, the student will be able to:

1. Identify nursing diagnoses that apply to the care of patients with orthopedic conditions.
2. Assess circulation, motion, and sensation in an injured limb.
3. Apply a variety of immobilizing modalities (sling, bandage, and brace).
4. Outline the nursing and teaching needs of a patient with a cast or in traction.
5. Develop a teaching plan for a patient undergoing joint replacement.
6. Position and exercise the patient with an amputation.

UNIT 1: Application of the Nursing Process Focusing on Gastrointestinal Disorders
OBJECTIVES
<p>After the completion of this unit, the student will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge of anatomy and physiology in formulating a care plan for the patient with gastrointestinal disturbances. CO 1, 2, 3, 4 2. Assess characteristics of the common gastrointestinal system disturbances. CO 1, 2, 3 3. Formulate nursing diagnoses related to the patient with gastrointestinal disturbances and design a plan of care for the patient using evidence-based practice. CO 2, 5, 10 4. Demonstrate the ability to take a health/illness history of patients with disturbances of the gastrointestinal system, incorporating societal/cultural differences and apply the nursing process using critical thinking. CO, 1, 2, 3, 4, 5, 11 5. Integrate the purpose of diagnostic measures and treatment modalities for specific GI disturbances. CO 1, 2, 3 6. Administer medications safely to patients with disturbances of the gastrointestinal system based on National Patient Safety Goals. CO 1, 3, 6, 7, 9, 11 7. Perform technical skills following standards of nursing care applicable to patients with disturbances of the gastrointestinal system. CO 7, 8, 9, 10, 11 8. Integrate principles of nutrition and food/fluid intake in the care of patients with a disturbance of the GI system. CO 1, 2 9. Determine the relationship of psychosocial concepts to common gastrointestinal disorders considering cultural/ethnic and social diversity. CO 3, 4, 5, 6, 8 10. Integrate community resources in promoting health, preventing disease, and planning nursing care of the patient with a disturbance of the gastrointestinal system. CO 1, 2, 10, 11
THEORETICAL CONTENT
<p>Textbooks: Ignatavicius 10th Edition</p> <ol style="list-style-type: none"> a. Chapter 48 Assessment of the Gastrointestinal System (Does not include liver, gallbladder, or pancreas) b. Chapter 49 Concepts of Care for Patients with Oral Cavity and Esophageal Problems c. Chapter 50 Concepts of Care for Patients with Stomach Disorders d. Chapter 51 Concepts of Care for Patients with Noninflammatory Intestinal Disorders e. Chapter 52 Concepts of Care for Patients with Inflammatory Intestinal Disorders f. Chapter 55 Concepts of Care for Patients with Malnutrition: Undernutrition and Obesity <p>Topics include: Assessment of the GI System, Stomatitis, Oral Cavity Disorders, GERD, Hiatal hernia, Esophageal Tumors, Esophageal Trauma, Gastritis, Peptic Ulcer Disease, Gastric Cancer, Intestinal Obstruction, Colorectal Cancer, IBS, Herniation, Hemorrhoids, Peritonitis, Appendicitis, Gastroenteritis, Ulcerative Colitis, Crohn's, Disease, Diverticular Disease, Celiac Disease, Parasitic Infection, Nutrition Assessment, Undernutrition, Obesity, Nasogastric Tube Review, Parenteral Nutrition</p>
LEARNING ACTIVITIES
<p>Homework in ATI:</p> <ul style="list-style-type: none"> • ATI Learning System RN Practice Quizzes: Medical Surgical: Gastrointestinal (Student will receive highest grade earned by the due date.) <p>Activities include:</p> <ul style="list-style-type: none"> • Class Participation • Case Studies • Ignatavicius & Workman Clinical Decision- Making Study Guide • ATI Skills Module: Ostomy Care <ul style="list-style-type: none"> ▪ Accessory structure ▪ Post-test • GI Skills Day
EVALUATION
Unit 1 Exam

UNIT 2: Application of the Nursing Process Focusing on Eye-Ear-Nose-Throat Disorders

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. CO 1, 2, 3, 4
2. Assess characteristics of common sensory system disturbances. CO 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. CO 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. CO, 1, 2, 3, 4,6, 11
5. Integrate the purpose of diagnostic measures and treatment modalities for specific sensory system disorders.CO 1, 2, 3
6. Administer medications safely to patients with disturbances of the sensory system based on National Patient Safety Goals. CO 1, 3, 6, 7, 9, 11
7. Perform technical skills following standards of nursing care applicable to patients with sensory system disorders. CO 7, 8, 9, 10, 11
8. Integrate principles of nutrition and food/fluid intake in the care of patients with a sensory system disorder.CO 1, 2
9. Determine the relationship of psychosocial concepts to common sensory system disorders considering cultural/ethnic and social diversity. CO 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. CO 1, 2, 10, 11

THEORETICAL CONTENT

Textbooks: Ignatavicius 10th Edition

- a. Chapter 25 Concepts of Care for Patients Requiring Oxygen Therapy or Tracheostomy
- b. Chapter 26 Concepts of Care for Patients with Non-Infectious Upper Respiratory Problems
- c. Chapter 42 Assessment and Concepts of Care for Patients with Eye and Vision Problems
- d. Chapter 43 Assessment and Concepts of Care for Patients with Ear and Hearing Problems

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
- ATI Practice Assessment: 2020 EENT Pharmacology Quiz
(Student will receive highest grade earned by due date.)

Activities include:

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

EVALUATION

Tracheostomy Skills Assessment
Unit 2 Exam

UNIT 3: 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. CO 1, 2, 3, 4
2. Assess characteristics of common endocrine disorders. CO 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. CO 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. CO, 1, 2, 3, 4,5, 11
5. Integrate the purpose of diagnostic measures and treatment modalities for specific endocrine disorders. CO 1,2, 3
6. Administer medications safely to patients with disturbances of the endocrine system based on National Patient Safety Goals. CO 1, 3, 6, 7, 9, 11
7. Perform technical skills following standards of nursing care applicable to patients with disorders of the endocrine system. CO 7, 8, 9, 10, 11
8. Integrate principles of nutrition and food/fluid intake in the care of patients with an endocrine system disorder.CO 1, 2
9. Determine the relationship of psychosocial concepts to common endocrine disorders considering cultural/ethnic and social diversity. CO 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. CO 1, 2, 10, 11

THEORETICAL CONTENT

Textbooks: Ignatavicius 10th Edition

- a. Chapter 56 Assessment of the Endocrine System
- b. Chapter 57 Concepts of Care for Patients with Pituitary and Adrenal Gland Problems
- c. Chapter 58 Concepts of Care for Patients with Problems of the Thyroid and Parathyroid Glands
- d. Chapter 59 Concepts of Care for Patients with Diabetes Mellitus

Topics include: Assessment of Endocrine Disorders, Disorders of the Pituitary glands, Diabetes Insipidus, SIADH, Adrenal Gland Hypofunction, Hypercortisolism, Hyperaldosteronism, Disorders of the Thyroid gland, Thyroiditis, Thyroid Cancer, Disorders of the Parathyroid, Diabetes Mellitus

LEARNING ACTIVITIES

Homework in ATI:

- ATI Learning System RN Practice Quizzes: Medical-Surgical: Endocrine
- ATI Pharmacology Made Easy: Endocrine System
(Student will receive highest grade earned by due date)

Activities include:

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

EVALUATION

Endocrine Projects
Unit 3 Exam

UNIT 4: Application of the Nursing Process Focusing on Integumentary Function
OBJECTIVES
<p>After the completion of this unit, the student will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge of anatomy and physiology in formulating a care plan for the patient with disorders of the integumentary system. CO 1, 2, 3, 4 2. Assess characteristics of common integumentary disorders. CO 1, 2, 3 3. Formulate nursing diagnoses related to the patient with an integumentary disorder and design a plan of care for the patient using evidence-based practice. CO 2, 5, 10 4. Demonstrate the ability to take a health/illness history of patients with disorders of the integumentary system, incorporating societal/cultural differences and apply the nursing process using critical thinking. CO 1, 2, 3,4, 5, 11 5. Integrate the purpose of diagnostic measures and treatment modalities for specific integumentary disorders.CO 1, 2,3 6. Administer medications safely to patients with integumentary system disorders based on National Patient Safety Goals. CO 1, 3, 6, 7, 9, 11 7. Perform technical skills following standards of nursing care applicable to patients with integumentary system disorders. CO 7, 8, 9, 10, 11 8. Integrate principles of nutrition and food/fluid intake in the care of patients with an integumentary disorder. CO 1, 2 9. Determine the relationship of psychosocial concepts to common integumentary disorders considering cultural/ethnic and social diversity. CO 3, 4, 5, 6, 8 10. Integrate community resources in promoting health, preventing disease, and planning nursing care of the patient with an integumentary disorder. CO 1, 2, 10, 11
THEORETICAL CONTENT
<p>Textbooks: Ignatavicius 10th Edition</p> <ol style="list-style-type: none"> a. Chapter 22 Assessment of the Skin, Hair, and Nails b. Chapter 23 Concepts of Care for Patients with Skin Problems <p>Topics include: Assessment of Skin, Hair, and Nails, Pruritis, Urticaria, Inflammatory Skin Disorders, Skin Infections, Parasitic Disorders, Skin Trauma, Burns, Skin Cancer, Stevens-Johnson Syndrome, Toxic Epidermal Necrolysis</p>
LEARNING ACTIVITIES
<p><u>Homework in ATI:</u></p> <ul style="list-style-type: none"> • ATI Learning System RN Practice Quizzes: Medical-Surgical: Dermatological (Student will receive highest grade earned by due date) <p><u>Activities include:</u></p> <ul style="list-style-type: none"> • Class Participation • Case Studies • Ignatavicius & Workman Clinical Decision- Making Study Guide • Integumentary On Campus Lab Day • Create a Wound Project
EVALUATION
Unit 4 Exam

UNIT 5: Application of the Nursing Process Focusing on Critical Care

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

THEORETICAL CONTENT

Textbooks: Ignatavicius 10th Edition

- a. Chapter 10 Concepts of Emergency and Trauma Nursing
- b. Chapter 12 Concepts of Disaster Preparedness
- c. Chapter 15 Concepts of Infusion Therapy Page 281-285
- d. Chapter 27 Concepts of Care for Patients with Noninfectious Lower Respiratory Problems
 - Page 559-563
- e. Chapter 29 Critical Care of Patients with Respiratory Emergencies
- f. Chapter 34 Critical Care of Patients with Shock

Review:

Chapter 13 Concepts of Fluid and Electrolyte Balance

Chapter 14 Concepts of Acid-Base Balance

Topics include: Emergency/Triage/Trauma, Emergency and Disaster Preparedness/Mass Casualty, Review F/E, Acid/Base Balance and Interventions, Central Lines/Implanted Ports, Chest tube placement and care, Pulmonary Emboli, Acute Respiratory Failure, Acute Respiratory Distress Syndrome, Intubation and Ventilation, Chest Trauma, Pneumothorax and Hemothorax, Shock: Hypovolemic, Sepsis and Septic Shock, Critical Care Math

LEARNING ACTIVITIES

Homework in ATI:

- ATI Skills Module: Central Venous Access Devices
(Student will receive highest grade earned by due date)

Activities include:

- Class Participation
- Case Studies
- Ignatavicius & Workman Clinical Decision- Making Study Guide
- Critical Care Math and Critical Care Skills Day

EVALUATION

Central Line Skills

Performance Unit 5 Exam

UNIT 6: Application of the Nursing Process Focusing on Reproductive and Sexual Disorders

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. CO 1, 2, 3, 4
2. Assess characteristics of common reproductive and sexual disorders. CO 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. CO 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. CO 1, 2, 3, 4, 5, 11
5. Integrate the purpose of diagnostic measures and treatment modalities for specific reproductive and sexual disorders. CO 1, 2, 3
6. Administer medications safely to patients with reproductive and sexual disorders based on National Patient Safety Goals. CO 1, 3, 6, 7, 9, 11
7. Perform technical skills following standards of nursing care applicable to patients with reproductive system and sexual disorders. CO 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. CO 1, 2
9. Determine the relationship of psychosocial concepts to common reproductive and sexual disorders considering cultural/ethnic and social diversity. CO 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. CO 1, 2, 10, 11

THEORETICAL CONTENT

Textbooks: Ignatavicius 10th Edition

- a. Chapter 64 Assessment of the Reproductive System
- b. Chapter 65 Concepts of Care for Patients with Breast Disorders
- c. Chapter 66 Concepts of Care for Patients with Gynecologic Problems
- d. Chapter 67 Concepts of Care for Patients with Male Reproductive Problems
- e. Chapter 68 Concepts of Care for Transgender Patients
- f. Chapter 69 Concepts of Care for Patients with Sexually Transmitted Infection

Topics include: Assessment of the Reproductive System, Benign Breast Disorders, Breast Inflammation and Infection, Uterine Leiomyoma, Pelvic Organ Prolapse, Gynecologic Cancers of the Ovaries/Cervix/Uterus, Vulvovaginitis, TSS, Prostatic Hyperplasia (BPH), Prostate Cancer, Testicular Cancer, Transgender Health Issues, Genital Herpes, Syphilis, Genital Warts, Chlamydia, PID.

LEARNING ACTIVITIES

Homework in ATI:

- ATI Practice Assessment: 2020 Repro and STD homework assignment
- ATI Pharmacology Made Easy: Reproductive and Genitourinary Systems
(Student will receive highest grade earned by due date)

Activities include:

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

EVALUATION

Unit 6 Exam

UNIT 7: Application of the Nursing Process Focusing on Musculoskeletal Function
OBJECTIVES
<p>After the completion of this unit, the student will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge of anatomy and physiology in formulating a care plan for the patient with disorders of the musculoskeletal system. CO 1, 2, 3, 4 2. Assess characteristics of common musculoskeletal disorders. CO 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. CO 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. CO 1, 2, 3, 4, 5, 11 5. Integrate the purpose of diagnostic measures and treatment modalities for specific musculoskeletal disorders. CO 1, 2, 3 6. Administer medications safely to patients with musculoskeletal system disorders based on National Patient Safety Goals. CO 1, 3, 6, 7, 9, 11 7. Perform technical skills following standards of nursing care applicable to patients with musculoskeletal system disorders. CO 7, 8, 9, 10, 11 8. Integrate principles of nutrition and food/fluid intake in the care of patients with musculoskeletal disorders. CO 1, 2 9. Determine the relationship of psychosocial concepts to common musculoskeletal disorders considering cultural/ethnic and social diversity. CO 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. CO 1, 2, 10, 11
THEORETICAL CONTENT
<p>Textbooks: Ignatavicius 10th Edition</p> <ol style="list-style-type: none"> a. Chapter 44 Assessment of the Musculoskeletal System b. Chapter 45 Concepts of Care for Patients with Musculoskeletal Problems c. Chapter 46 Concepts of Care for Arthritis and Total Joint Arthroplasty d. Chapter 47 Concepts of Care for Patients with Musculoskeletal Trauma <p>Topics include: Assessment of the Musculoskeletal System, Osteoporosis, Osteomyelitis, Bone Tumors, Osteoarthritis, Rheumatoid Arthritis, Fractures, Amputations</p>
LEARNING ACTIVITIES
<p><u>Homework in ATI:</u></p> <ul style="list-style-type: none"> • ATI Learning System RN Practice Quizzes: Medical-Surgical: Musculoskeletal (Student will receive highest grade earned by due date) <p><u>Activities include:</u></p> <ul style="list-style-type: none"> • Class Participation • Case Studies • Ignatavicius & Workman Clinical Decision- Making Study Guide • Musculoskeletal On Campus Lab
EVALUATION
Unit 7 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 08/2022