

**RNSG 1443**

**COMPLEX CONCEPTS OF  
ADULT HEALTH**

**SYLLABUS**

**PREPARED BY FACULTY  
HEALTH SCIENCE DIVISION  
Associate Degree Nursing Program**

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Human Resources Director, 2500 N. Robison Rd., Texarkana, TX, 75599  
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**Rev.  
1/24**

**COURSE SYLLABUS OUTLINE: SPRING 2025**  
**COURSE NAME: Complex Concepts of Adult Health**  
**COURSE NUMBER: RNSG 1443**  
**CREDIT HRS. 4 LECTURE: 3**  
**LAB: 1 TOTAL CLOCK HOURS: 96**

**Course Title:** Complex Concepts of Adult Health

**Course Level:** Intermediate

**Course Description:** Integration of previous knowledge and skills related to common adult health needs into the continued development of the professional nurse as a provider of patient-centered care, patient safety advocate, member of the health care team, and member of a profession in the care of adult patients and families with complex medical-surgical health care needs associated with body systems. Emphasis is on complex knowledge, judgments, skills, and professional values within a legal/ethical framework.

**End of Course Outcomes:** Integrate the roles of the professional nurse in the provision of care of adult patients and families; utilize critical thinking skills and a systematic problem-solving process in providing care for adult patients and families with complex health care needs.

**Key Concepts and General Course Plan:** This course is an advanced course designed for second year nursing students. Emphasis is upon application of biological, psychological, sociological concepts and the nursing process to promote health, prevent disease, and provide nursing care during illness to a small group of patients (5-10) in structured health care settings. This course enables the student to use clinical reasoning/decision-making skills to integrate interpersonal competency with principles of management to participate as a member of the health care team in referring patients to appropriate resources for assistance when necessary, and in acting as a patient advocate while assuming responsibility and accountability for the quality of nursing care provided at the graduate nurse level. This course provides content related to care of patients with cardiovascular, renal, hematological/cancer, liver, gall bladder and pancreas, and neurological disorders. Mental health concepts, pharmacology, nutrition, technical skills, cultural diversity, and standards of nursing practice are threaded throughout the course.

Prerequisites: BIOL 2301/2101, 2302/2102, 2320/2120 PSYC 2301 and 2314; ARTS 1301 or MUSI 1306 or DRAM 1310; ENGL 1301, AHA/BLS-HCP  
Basic Students RNSG 1413, 1360, 1431, 1460, 1412, 1441, 2360, and 2213

Transition Students: RNSG 1327, 1251, 1160, 1441, 2360 and 2213.

Co-requisites: RNSG 2463

Revised: December 2021

PSLO = IE Student Learning Outcomes (Program)  
SOP = Texas BON Standards of Practice (2019)  
CO = Student Learning Outcomes (Course)  
DEC = Texas BON Differentiated Essential Competencies (2021)  
DEC-P = Provider of Patient Centered Care  
DEC-S = Patient Safety Advocate  
DEC-T = Member of the Health Care Team  
DEC-M = Member of the Profession

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 1443 COMPLEX CONCEPTS OF ADULT HEALTH COURSE STUDENT LEARNING OUTCOMES**

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

1. Use clinical reasoning skills to examine 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**
2. Relate 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**
3. Show the importance of evaluating the patient’s response to treatment and nursing tasks. PSLO 1.  
**DEC-P-F, G; SOP 3A, 5**
4. Utilize therapeutic communication skills and civility to interact effectively and in a timely manner with patients, family, and other healthcare professionals, taking into consideration societal/cultural/spiritual differences. PSLO 1, 3, 6; **DEC-M-B,D; DEC-P-A,B,C,H; DEC-T-A,E,F; SOP 1L, 1P, 3A**
5. Interpret 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; SOP 1F**
6. Differentiate methods to assess various factors that promote a culture of safe physical and psychological patientcare environment. PSLO 2, 3; **DEC-S-A,B,C,F; DEC-T-B; SOP 1E, 1K, 1M, 1N, 1O, 3A, 5**
7. Apply delegation principles in nursing care 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**
8. Choose and display professional behaviors that reflect service excellence and a positive image of nursing. 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**
9. Demonstrate legal and ethical principles, as well as civility and social justice in relationship to the practice of nursing. 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; SOP 1A,1G, 1J, 1L**
10. Apply 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**
11. Choose 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,**

## **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 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

## COURSE REQUIREMENTS

1. Class Absences: No more than four (4) absences are allowed. In the event of a fifth absence, the student is **not** allowed to continue in the course and must drop all concurrent nursing courses. Students are expected to regularly attend all classes for which they are registered. Responsibility for work missed because of illness, school business, or other circumstances is placed on the student. The student is responsible for seeing the instructor to make arrangements to make up missed work.
2. Students who are up to and including 15 minutes late are considered tardy. Those who are more than 15 minutes late will be considered absent. Three (3) tardies equal one (1) absence.
3. It is the responsibility of each student to contact the course instructor regarding any absences and to keep up with their number of accrued absences. The student is responsible for any content missed.
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 attend the entire seminar.
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 student's instructor. ATI homework 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 grade of zero.**
8. Leadership Lab: Students will present leadership and management topics to their peers during lab time. The topics and groups will be predetermined by the instructors, and students will be given an assigned due date for their group's presentation. Instructions and grading rubric will be posted in the on-line course materials. The group presentation will be 25% of the student's overall homework grade. **If a student is absent on the day of their group's presentation, then the highest possible grade the student may earn will be 75%.**
9. Standards of conduct as described in the current Health Science Student Handbook and Texarkana College Student Handbook shall be followed. Disciplinary action is described in the Handbooks. Students are responsible for reading and being familiar with these standards. 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 learning environment. Appropriate counseling and disciplinary action will follow.
10. End of Course and End of Program evaluations are required to be completed by each student prior to posting grades for the course.

## 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 3<sup>rd</sup> 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/>

## ATI RESOURCES FOR STUDENT SUCCESS

Throughout the curriculum/courses, 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 Systems RN** 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

## **STANDARDIZED EXAM POLICY ATI COMPREHENSIVE PREDICTOR**

The Associate Degree Program curriculum includes standardized testing in each semester. Students will receive a grade based on their performance level on each standardized test. The grading rubric can be found in course syllabi. To improve the student's success on future standardized tests and the NCLEX- RN exam, faculty highly encourage students to take the standardized tests and remediation (if required) very seriously. In the final semester of the program, a comprehensive standardized exam will be given. The comprehensive exam includes material from all semesters of the ADN program. **All students** will complete each phase of the Standardized Exam Policy.

### **Phase One**

The ATI RN Comprehensive Predictor examination is included in RNSG 1443 in the final semester of the program. The comprehensive proctored exam will be given after mid-term and prior to the week of final exams. Students are required to meet the benchmark score of 92% probability of passing the NCLEX-RN exam. Remediation is required per the ATI Mastery policy (located in the RNSG 1443 course syllabus). All students will then move to Phase Two of the Standardized Examination Policy.

### **Phase Two**

**All students**, regardless of their score on the first attempt will take the Comprehensive Predictor for a second time. The student will receive the highest grade out of the two attempts per the grading rubric. Students who did not meet the 92% probability benchmark are highly encouraged to meet with faculty and develop an individualized learning plan to help improve their score on the retake.

### **Phase Three**

**All students** must attend the live NCLEX-RN review course hosted on the Texarkana College campus, **regardless** of their course grades, standardized test scores, or other factors. The cost of the review course is included with registration for the final semester. The review course builds student confidence and critical thinking skills and helps prepare students for success on standardized tests including the NCLEX- RN exam.

Students will be able to utilize information from the NCLEX-RN review course and standardized exam results to identify areas of strengths and weaknesses in preparation for taking the NCLEX-RN exam.

Students will be given information on the scheduling of the review course as soon as confirmation is received from ATI.

## **ATI RN Comprehensive Predictor® Test Description**

This 180-item test offers an assessment of the student's comprehension and mastery of basic principles including fundamentals of nursing, pharmacology, adult medical-surgical nursing, maternal newborn care, mental health nursing, nursing care of children, nutrition, leadership, and community health nursing. The percentage of questions from all major NCLEX® client need categories (management of care, safety and infection control, health promotion and maintenance, psychosocial integrity, basic care and comfort, pharmacological and parenteral therapies, reduction of risk potential, and physiological adaptation) will be similar to the percentage of questions on the NCLEXRN®. This test will generate the following data: Individual Score (% Correct), Predicted Probability to Pass NCLEX-RN®, National and Program Means, Individual Scores (% Correct) within Content Topic Categories, Topics to Review, and Individual Scores (%



Correct) within an Outcome (Thinking Skills, Nursing Process, Priority Setting, NCLEX- RN® Client Need Categories, Clinical Areas, QSEN, NLN Competency, and BSN Essentials).

## ATI Content Mastery Policy for Comprehensive Predictor Assessment

ATI Content Mastery consists of practice and proctored assessments with remediation that total 10% of course grade. The grading rubric for the ATI Assessment portion of the course is as follows:

<b>STEP 1: PRACTICE Comprehensive Predictor Assessment with Required Remediation</b>						<b>Points Earned</b>
<b>A. Complete Practice Assessment</b> <ul style="list-style-type: none"> <li>A student will earn a total of <b>1 point</b> upon completion of the Practice Comprehensive Predictor Assessment by the assigned deadline.</li> <li>A student who does not complete the Practice Comprehensive Predictor Assessment by the assigned deadline will receive <b>0 points</b>.</li> </ul>						____ point (1 pt possible)
<b>B. Complete Required Remediation Plan</b> <ol style="list-style-type: none"> <li>a. Students will earn a total of <b>2 points</b> upon completion of remediation by the assigned deadline.</li> <li>b. For each topic missed, students must identify <b>3 critical points to remember</b> about the topics.</li> <li>c. Students who do not identify <b>3 critical points to remember</b> for each topic missed will not receive credit for completing remediation and will receive <b>0 points</b> for the assignment.</li> </ol>						____ points (2 pts possible)

  

<b>STEP 2: PROCTORED Comprehensive Predictor Assessment</b>						<b>Points Earned</b>
<b>A. Complete Proctored Assessment at Assigned Time</b> <ul style="list-style-type: none"> <li>Use the table below to calculate points earned and identify remediation requirements.</li> <li>Students will earn 1 to 5 points based upon the score they earn on the Proctored Comprehensive Predictor Assessment</li> <li>The highest of the two attempts will be entered into the gradebook.</li> </ul>						
Predictability Score:	95% – 100%	92% - 94%	88% - 91%	85% - 87%	Below 85%	____ points
Points Earned:	5 points	4 points	3 points	2 points	1 point	(5 pts possible)
<b>B. Complete Required Remediation Plan</b> <ol style="list-style-type: none"> <li>a. Students will earn a total of <b>2 points</b> upon completion of remediation by the assigned deadline regardless of which level they scored on the Proctored Assessment.</li> <li>b. For each topic missed, students must identify <b>3 critical points to remember</b> about the topics.</li> <li>c. Students who do not identify <b>3 critical points to remember</b> for each topic missed will not receive credit for completing remediation and will receive <b>0 points</b> for the assignment.</li> </ol>						____ points (2 pts possible)
<b>Points Possible = 1 + 2 + 5 + 2 = 10</b>						<hr style="width: 100%;"/> <b>Total Points</b>

## METHODS OF INSTRUCTION

1. Lecture/Discussion
2. Media resources
3. Assigned and supplemental readings
4. Conference - individual and group
5. Objective testing
6. Self-evaluation
7. Reports and projects
8. Written assignments
9. Computer assignments
10. Study Guides

## REQUIRED TEXTBOOKS

Ignatavicius, D., Workman, M.L., Rebar C., and Heimgartner, N. *Medical-Surgical Nursing Concepts for Interprofessional Collaborative Care*, (10th ed.). St. Louis: Elsevier, 2021.

Ignatavicius, D., Workman, M.L., Rebar C., and Heimgartner, N. *Clinical Companion Medical-Surgical Nursing Concepts for Interprofessional Collaborative Care*, (10th ed.). St. Louis: Elsevier, 2021.

Ignatavicius, D., Workman, M.L., Rebar C., and Heimgartner, N. *Clinical Decision-Making Study Guide for Medical-Surgical Nursing Concepts for Interprofessional Collaborative Care*, (10th ed.). St. Louis: Elsevier, 2021.

Nursing Drug Reference/Guide (most recent edition). Published within three (3) years.

## REQUIRED RESOURCES

Texas Board of Nursing Website. *Nursing Practice Act*. [www.bon.state.tx.us](http://www.bon.state.tx.us)

National Council State Board of Nursing. <https://www.ncsbn.org/index.htm>

## METHODS OF EVALUATION

1. To graduate, RNSG 1443 and RNSG 2463 must be passed concurrently.
2. Testing: An objective examination will be given at the conclusion of each unit. There is a total of six (6) unit exams.
3. A comprehensive Final Exam will be given at the end of the semester.
4. Exams for the course will be taken via computer with MOODLE using Respondus Lockdown Browser. Exams are forward progression only. You will not have the opportunity to change answers once you progress to the next exam question. Questions that are skipped will receive no credit.
5. Exam grades are made available as soon as possible but should not be expected until the next class day. Unit exams are available for topic review for a period of one week following the date of the exam. This is your only opportunity to review the exams. Arrangements for exam topic review should be made with your instructor. The final examination will be comprehensive and will not be available for student review.
6. Discussion or disclosing the exams to others constitutes a **BREACH OF ETHICS** and will be evaluated by the Dean and Professional Conduct Committee. Refrain from discussing the contents of exams with anyone other than the faculty.
7. During the administration of any on campus exams, the student will not be allowed to bring any personal items into the classroom (purses, hats, bags, books, backpacks, cell phones, smart watches, digital devices etc.). Only a computer (if needed for testing), pencils and car keys will be allowed. **For virtual exam instructions refer to the online testing guidelines stated in this courses syllabus.**
8. Students who do not achieve a **passing grade of 75% on the unit exam will be required to complete remediation in ATI by an assigned date.** A score of at least 80% must be attained on required 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, ATI Comprehensive Predictor, and NCLEX-RN exam.
9. If a student is absent on the day of a unit exam, a make-up exam will be given. The student has 5 business days (not counting weekends) to complete the exam. The exam will consist of 25 questions and students will be given 37 minutes to take 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. Failure to take the make-up exam in the allotted 5 days will result in a grade of zero.

## 10. Course Grade Computation:

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

Exam Average is calculated as:

- 75% = Unit Exam Average
- 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.**

The overall course grade must also be a 75.0 or greater to pass the course and progress in the program. 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.”

90-100 = A
81-89.99 = B
75-80.99 = C
65-74.99 = D
0-64.99 = F

11. Dosage calculation competency is a critical skill necessary to prevent medication errors in today’s fast-paced healthcare settings. Students are expected to apply these concepts with accuracy throughout future course work. A dosage calculation exam is given each semester. Mastery of the math/dosage calculation exam with a grade of 84% is a requirement of all clinical courses in the ADN curricula. The dosage calculation exam grade is not computed in the course exam average. A pass/failure is recorded for the dosage exam requirement.

If a passing grade is not achieved on the first exam, two retakes will be allowed. If a retake is required, the student must remediate before retaking the exam. Dosage Calculation retake exams will be administered during a scheduled date and time set by the faculty.

If a student does not achieve the minimum passing grade after three exam attempts, the student will be dropped from the course (and all concurrent nursing courses) and receive a “W” for the course grade.

12. Progression in Concurrent and Tandem Courses - (RNSG 1443, 2463)

- a. Drop procedures follow current college policy. If a nursing course is dropped, the concurrent nursing course (s) must also be dropped unless it has already been successfully completed. Failure on the student's part to drop the concurrent course will result in a failing grade being recorded as the grade for that course. This will adversely affect the student's GPA.
- b. The decision to withdraw from this course must be made prior to the drop date. Once the student has taken the final exam, a grade for the course will be submitted.
- c. RNSG 1443 and 2463 must be taken and passed concurrently. If the student fails the theory course but has successfully passed the clinical course, he/she will receive the clinical grade earned on his/her transcript but must take **both** courses concurrently if the student is accepted for re-entry. If RNSG 1443 must be repeated, the concurrent clinical course (2463) will also be repeated.
- d. 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 prior to the withdrawal, as progression in nursing courses may be affected.

13. Skill checkoffs: During the semester, students will be assigned skill checkoffs to be demonstrated on campus. Completion of 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 competency. 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.**

**ALTERNATE OPERATIONS DURING CAMPUS CLOSURE**

In the event of an emergency or announced campus closure due to a natural disaster, weather 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](http://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.

## 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

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

**\* Please see the Texarkana College website for Testing Center hours and policies each semester.\***

Additional Testing Center 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 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.

## FINANCIAL AID

**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.

## DISABILITY ACT STATEMENT

Texarkana College complies with all provisions of the Americans with Disabilities Act and makes reasonable accommodations upon request. Please contact the Director of Advisement at 903.823.3283, or go by the Recruitment, Advisement, and Retention Department located in the Administration building 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 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 arrange the accommodations.

## ACADEMIC DISHONESTY STATEMENT

Scholastic 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 off-campus classroom or lab sites.

## **SECURITY**

Please keep your vehicle locked whenever you are away from it. Make sure you do not leave any valuables in plain sight (purse, phone, 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**

**\*Available 24 hours a day/7 day a week**

## **MENTAL HEALTH RESOURCES**

Student/ Staff Counselor:

Luretha Loudermill, MS, LPC

Email: [tc.counselor@texarkanacollege.edu](mailto:tc.counselor@texarkanacollege.edu)

Office Phone Number: (903) 823-3143

Community Healthcore 2435 College Dr.

Healthcare crisis line: 1-800-832-1009

**Suicide Hotline: 988**

## **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.*

**COURSE OUTLINE**  
**RNSG 1443 Complex Concepts of Adult Health**

In each unit we will expect student(s) to apply the nursing process using the following outline:

- I. Application of the nursing process
  - a. Health promotion and disease prevention
  - b. Pathophysiology
  - c. Nursing care and management of the patient with a disturbance
    - i. Biopsychosociological aspects
    - ii. Cultural considerations
    - iii. Nutritional aspects
    - iv. Pharmacological aspects
    - v. Critical Thinking/Decision Making
    - vi. Standards of Nursing Practice
      1. Legal
      2. Ethical considerations
    - vii. Technical skills
    - viii. Health teaching
    - ix. Cost effective health care
    - x. Available resources and referral



## **UNIT 1: Application of the Nursing Process Focusing on Cardiovascular (Part A)**

### **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 cardiovascular disturbances. (CLO 1, 2, 3)
2. Assess characteristics of the common cardiovascular system disturbances. (CLO 1, 2, 6)
3. Formulate nursing diagnoses related to the patient with cardiovascular 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 cardiovascular 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 the specific cardiovascular disturbances. (CLO 1, 2, 10)
6. Administer medications safely to patients with disturbances of the cardiovascular 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 cardiovascular 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 cardiovascular system (CLO 1, 2, 5)
9. Determine the relationship of psychosocial concepts to common cardiovascular 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 disturbance of the cardiovascular system. (CLO 1, 2, 10, 11)

### **THEORETICAL CONTENT**

Textbooks:

1. Ignatavicius 11<sup>th</sup> Ed:
  - a. Chapter 27- Assessment of the Cardiovascular System
    - i. A&P Review
    - ii. Assessment: physical, psychosocial, and diagnostic
  - b. Chapter 28- Concepts of Care for Patients with Dysrhythmias
    - i. Review of cardiac conduction system
    - ii. Electrocardiography
    - iii. Application of the nursing process to the following dysrhythmias
      1. Sinus dysrhythmias
      2. Atrial dysrhythmias
      3. Atrial fibrillation
      4. Ventricular dysrhythmias

## LEARNING ACTIVITIES

### Homework:

1. **ATI practice assessment: RNSG 1443 Cardiac A**
2. **ATI Nurse's Touch: Professional Communication- Therapeutic Communication**

Activities to include:

- Class Participation
- Cardiac Assessment
- Case Studies
- Ignatavicius Medical-Surgical Nursing Study Guide for assigned chapters

## EVALUATION

UNIT 1 EXAM

**UNIT 2: Application of the Nursing Process Focusing on Patients with Cardiac Problems Part (B)**

**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 cardiovascular disturbances. (CLO 1, 2, 3)
2. Assess characteristics of the common cardiovascular system disturbances. (CLO 1, 2, 6)
3. Formulate nursing diagnoses related to the patient with cardiovascular 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 cardiovascular 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 the specific cardiovascular disturbances. (CLO 1, 2, 10)
6. Administer medications safely to patients with disturbances of the cardiovascular 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 cardiovascular 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 cardiovascular system (CLO 1, 2, 5)
9. Determine the relationship of psychosocial concepts to common cardiovascular 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 disturbance of the cardiovascular system. (CLO 1, 2, 10, 11)
11. Employ the nursing process in providing nursing care to patients having cardiac surgery. (CLO 1-8, 10)

**THEORETICAL CONTENT**

Textbooks:

1. Ignatavicius 11<sup>th</sup> Edition
  - a. Chapter 29 – Concepts of Care for Patients with Cardiac Conditions
    - i. Application of the nursing process to the following
      1. Heart Failure
      2. Valvular Heart Disease
      3. Infective Endocarditis
      4. Pericarditis
      5. Rheumatic Carditis
      6. Cardiomyopathy
  - b. Chapter 32- Critical Care of Patients with Acute Coronary Syndromes
    - i. Application of the nursing process to the following
      1. Chronic Stable Angina
      2. Acute Coronary Syndrome
      3. Coronary Artery Bypass Graft Surgery

## **LEARNING ACTIVITIES**

### **Homework in ATI:**

- 1. ATI RNSG 1443 Cardiac B Homework Quiz**
- 2. ATI Pharmacology Made Easy- The Cardiovascular System**

Activities to include:

- Class Participation
- Simulation
- Case Studies
- Lecture/Discussion
- Ignatavicius Medical-Surgical Nursing Study Guide for assigned chapters

## **EVALUATION**

UNIT 2 EXAM

### **UNIT 3: Application of the Nursing Process Focusing on Hematologic and Cancer Development**

#### **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 oncological or hematological disturbances. (CLO 1, 2, 3)
2. Assess characteristics of the common oncologic and hematologic system disturbances. (CLO 1, 2, 6)
3. Formulate nursing diagnoses related to the patient with hematological 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 oncologic and hematologic 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 oncological and hematological disturbances. (CLO 1, 2, 10)
6. Administer medications safely to patients with disturbances of the oncologic and hematologic 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 oncologic and hematologic 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 oncologic and hematologic system (CLO 1, 2, 5)
9. Determine the relationship of psychosocial concepts to common oncological and hematological 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 disturbance of the oncologic and hematologic system. (CLO 1, 2, 10, 11)

#### **THEORETICAL CONTENT**

Textbooks:

1. Ignatavicius 11<sup>th</sup> Edition
  - a. Chapter 33 - Assessment of the Hematologic system
    - i. A&P Review
    - ii. Assessment: physical, psychosocial, and diagnostic
  - b. Chapter 34- Concepts of Care for Patients with Hematologic Problems
    1. Application of the nursing process to the following disorders
      1. Sickle Cell Disease
      2. Anemia
      3. Polycythemia Vera
      4. Leukemia
      5. Malignant Lymphomas
      6. Multiple Myeloma
      7. Thrombocytopenia purpura
      8. Disseminated Intravascular Coagulation (DIC)
      9. Transfusion therapy
  - c. Chapter 18 – Concepts of Care for Patients with Cancer
    1. Pathophysiology Review
    2. Cancer Development

3. Cancer Prevention
4. Impact of Cancer on Physical Function
  - i. Impaired Immunity and Clotting
  - ii. Altered GI Function
  - iii. Altered Peripheral Nerve Function
  - iv. Motor and Sensory Deficits
  - v. Altered Respiratory and Cardiac Function
  - vi. Cancer Pain and Quality of Life
5. Cancer Management
  - i. Surgery
  - ii. Radiation Therapy
  - iii. Systemic Therapy/Chemo
  - iv. Chemo Side Effects
1. Oncology Emergencies:
  - i. Sepsis and DIC
  - ii. SIADH
  - iii. Hypercalcemia
  - iv. Spinal Cord Compression
  - v. Superior Vena Cava Syndrome
  - vi. Tumor Lysis Syndrome

### **LEARNING ACTIVITIES**

#### **Homework in ATI:**

1. **ATI Learning Systems RN - Medical-Surgical: Oncology**
2. **ATI Pharm Made Easy- The Hematologic System**

Activities to include:

- Class Participation
- Case Studies
- Ignatavicius Medical-Surgical Nursing Study Guide for assigned chapters

### **EVALUATION**

UNIT 3 EXAM

## UNIT 4: Application of the Nursing Process Focusing on Critical Care

### OBJECTIVES

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

1. After the completion of this unit, the student will be able to:
2. Demonstrate knowledge of anatomy and physiology in formulating a care plan for care of the critically ill patient. CO 1, 2, 3, 4
3. Assess characteristics of common critical care disorders. CO 1, 2, 3
4. 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
5. 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
6. Integrate the purpose of diagnostic measures and treatment modalities for specific critical care disorders. CO 1, 2, 3
7. Administer medications safely to patients with critical care disorders based on National Patient Safety Goals. CO 1, 3, 6, 7, 9, 11
8. Perform technical skills following standards of nursing care applicable to patients with critical care disorders. CO 7, 8, 9, 10, 11
9. Integrate principles of nutrition and food/fluid intake in the care of patients with a critical care illness. CO 1, 2
10. Determine the relationship of psychosocial concepts to common critical care illnesses considering cultural/ethnic and social diversity. CO 3, 4, 5, 6, 8
11. 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

Textbook: Ignatavicius 11<sup>th</sup> Edition

1. Chapter 10 Concepts of Emergency and Trauma Nursing
2. Chapter 12 Concepts of Disaster Preparedness
3. Chapter 24 Concepts of Care for Patients with Noninfectious Lower Respiratory Problems Page 565-568 (*chest tube*)
4. Chapter 26 Critical Care of Patients with Respiratory Emergencies
5. Chapter 31 Critical Care of Patients with Shock

Topics for students to review:

Chapter 13 Concepts of Fluid and Electrolyte Balance

Chapter 14 Concepts of Acid-Base Balance

Chapter 15 Concepts of Infusion Therapy and Critical Care Math

Critical Care Topics include:

Emergency/Triage/Trauma, Emergency and Disaster Preparedness/Mass Casualty, Review F/E, Acid/Base Balance and Interventions, 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

<b>LEARNING ACTIVITIES</b>
<b><u>Homework in ATI:</u></b> <ul style="list-style-type: none"><li>• <b>ATI Skills Module: Closed Chest Drainage</b></li><li>• <b>ATI Learning Systems RN- Communication</b></li></ul> <p><u>Activities include:</u></p> <ul style="list-style-type: none"><li>• Class Participation</li><li>• Case Studies</li><li>• Ignatavicius &amp; Workman Clinical Decision- Making Study Guide</li><li>• Critical Care Simulation Day</li></ul>
<b>EVALUATION</b>
UNIT 4 EXAM



## **UNIT 5: Application of the Nursing Process Focusing on Neurological 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 neurological disturbances. (CLO 1, 2, 3)
2. Assess characteristics of the common neurologic system disturbances. (CLO 1, 2, 6)
3. Formulate nursing diagnoses related to the patient with neurological 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 neurologic 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 the specific neurological disturbances. (CLO 1, 2, 10)
6. Administer medications safely to patients with disturbances of the neurologic 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 neurologic 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 neurologic system (CLO 1, 2, 5)
9. Determine the relationship of psychosocial concepts to common neurological 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 disturbance of the neurological system. (CLO 1, 2, 10, 11)
11. Employ the nursing process in providing nursing care to patients having neurological surgery. (CLO 1-8, 10)

### **THEORETICAL CONTENT**

Textbooks:

1. Ignatavicius 11<sup>th</sup> Edition
  - a. Chapter 35- Assessment of the Nervous system
    - i. A&P Review
    - ii. Assessment: physical, psychosocial, and diagnostic
  - a. Chapter 36- Concepts of Care for Patients with Conditions of the Central Nervous System: The Brain
    - i. Application of the nursing process to the following common disorders
      1. Alzheimer's Disease
      2. Parkinson Disease
      3. Migraine headache
      4. Seizures and Epilepsy
      5. Meningitis
  - b. Chapter 37- Concepts of Care of Patients with Problems of the Central Nervous System: The Spinal Cord
    - i. Application of the nursing process to the following common disorders
      1. Multiple Sclerosis
      2. Amyotrophic Lateral Sclerosis
      3. Spinal Cord Injury
      4. Low Back Pain (Lumbosacral Back Pain)
      5. Cervical Neck Pain

- b. Chapter 38- Critical Care of Patients with Neurologic Emergencies
  - i. Application of the nursing process to the following neurological emergencies
    - 1. Transient Ischemic Attack
    - 2. Stroke
    - 3. Traumatic Brain Injuries
    - 4. Brain Tumors

**LEARNING ACTIVITIES**

**Homework:**

- 1. ATI RNSG 1443 Neuro Homework Quiz
- 2. ATI Pharmacology Made Easy – The Neurological System (Part 1)

Activities to include:

- 3. Class Participation
- 4. Simulation
- 5. Case Studies
- 6. Lecture/Discussion
- 7. Ignatavicius Medical-Surgical Nursing Study Guide for assigned chapters

**EVALUATION**

UNIT 5 EXAM

**UNIT 6:** Application of the Nursing Process Focusing on the Function of the Accessory Organs of Digestion (Disorders of the Liver, Gallbladder, and Pancreas)

**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 GI accessory organ disturbances. (CLO 1, 2, 3)
2. Assess characteristics of the common GI accessory organ system disturbances. (CLO 1, 2, 6)
3. Formulate nursing diagnoses related to the patient with GI accessory organ 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 GI accessory organ 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 the specific GI accessory organ disturbances. (CLO 1, 2, 10)
6. Administer medications safely to patients with disturbances of the GI accessory organ 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 GI accessory organ 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 GI accessory organ system (CLO 1, 2, 5)
9. Determine the relationship of psychosocial concepts to common GI accessory organ 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 disturbance of the GI accessory organ system. (CLO 1, 2, 10, 11)
11. Employ the nursing process in providing nursing care to patients having GI accessory organ surgery. (CLO 1-8, 10)

**THEORETICAL CONTENT**

Textbooks:

1. Ignatavicius 11<sup>th</sup> Edition
  - a. Chapter 45- Assessment of the Gastrointestinal system
    - i. A&P Review: Liver, Gallbladder, Pancreas
    - ii. Assessment: physical, psychosocial, and diagnostic
  - b. Chapter 50- Concepts of Care for Patients with Liver Conditions
    - i. Application of the nursing process to the following common disorders
      1. Cirrhosis
      2. Non-Alcoholic Fatty Liver Disease
      3. Hepatitis
      4. Liver Transplantation
  - c. Chapter 51- Concepts of Care for Patients with Conditions of the Biliary System and Pancreas
    - i. Application of the nursing process to the following common disorders
      1. Cholecystitis
      2. Acute Pancreatitis
      3. Chronic Pancreatitis
      4. Pancreatic Cancer

## LEARNING ACTIVITIES

### Homework in ATI:

1. **ATI RNSG 1443 Liver Gallbladder Pancreas Homework Quiz**
2. **ATI RN Pharmacology Online Practice 2023 A – *MUST SCORE ATLEAST 80%, OTHERWISE A GRADE OF “ZERO” MAY BE GIVEN***

Activities to include:

- Class Participation
- Case Studies
- Ignatavicius Medical-Surgical Nursing Study Guide for assigned chapters

## EVALUATION

UNIT 6 EXAM

**TEXARKANA COLLEGE- HEALTH SCIENCES DIVISION ASSOCIATE DEGREE NURSING PROGRAM**

**ATI COMPREHENSIVE PREDICTOR EXAM POLICY**

**Student Acknowledgement**

Initial all and sign below:

\_\_\_\_\_ I have received a copy of and have read and understand Texarkana College Health Sciences ATI Assessment and Review Policy.

\_\_\_\_\_ I understand that it is my responsibility to utilize all the books, tutorials and online resources available from ATI, as designated by Texarkana College Health Sciences Division.

\_\_\_\_\_  
Student printed name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student signature

**TEXARKANA COLLEGE  
ASSOCIATE DEGREE NURSING PROGRAM**

**STUDENT COURSE REQUIREMENT AND PROGRAM COMPLIANCE  
AGREEMENT**

I have read the current 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 these 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 that I am responsible for adhering to in addition to the policies stated in the 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 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 1443 and 2463, 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 and would not be used for profit by Texarkana College or the Health Science Division. By signing below, I consent to the above-mentioned activities.

Courses: RNSG1443 and 2463 Spring 2025

Signature: \_\_\_\_\_

PRINT Name: \_\_\_\_\_

Date: \_\_\_\_\_

Rev. Dec 2024