

# El Paso Community College

## Syllabus

### Part II

## Official Course Description

SUBJECT AREA	<u>Nursing</u>		
COURSE RUBRIC AND NUMBER	<u>RNSG 1343</u>		
COURSE TITLE	<u>Complex Concepts of Adult Health</u>		
COURSE CREDIT HOURS	<u>3</u>	<u>3</u>	<u>1</u>
	Credits	Lec	Lab

### I. Catalog Description

Integrates 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 health care team, and member of the profession in the care of adult patients and families with complex medical-surgical health care needs associated with all body systems. Emphasizes complex knowledge, judgment, skills, and professional values within a legal/ethical framework; utilize critical thinking in providing care for adult patients and families with complex health care needs. Prepares the student to utilize a systematic problem-solving process by way of the nursing process with emphasis on advanced assessment and reassessment based on evaluation. **Students must successfully complete this course and RNSG 2162 to take/stay enrolled in RNSG 2130 and RNSG 2221 and RNSG 2261.** A grade of "C" or better is required in this course to take the next course. **Prerequisites: RNSG 2201 and RNSG 2262 and RNSG 2308 and RNSG 2263 or RNSG 1262 and RNSG 1327 and RNSG 1347 and RNSG 1144. Corequisites: RNSG 2130 and RNSG 2162. (3:1). Lab fee.**

### II. Course Objectives

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

#### A. Unit I: Provider of Patient-Centered Care

1. Examines critical thinking and the use of a systematic problem-solving process with emphasis on advanced assessment and reassessment based on evaluation. (SLO #2, #3, #4, & #5) (DACUM Chart 1.10)
2. Evaluates the implementation of evidenced-based nursing care for patients and families with complex medical-surgical healthcare needs related to each body system. (SLO #3)
3. Explores the inter-relationship of the biological, psychological, sociological, cultural, and communicating factors and their impact on the health status and nursing care of patients and families with complex medical-surgical problems. (SLO #3, #4, & #5) (DACUM Chart 2.9)
4. Explores the role of communication to include documentation of advance directives, power of attorney and resuscitation status in caring for the critically ill adult patient. (SLO #3 & #5) (DACUM Chart 7.1-7.22, 9.14)
5. Develops teaching plans for a hypothetical complex medical-surgical patient situations. (SLO #2 & #5) (DACUM Chart 6.1-6.20, 9.17)
6. Explains how "Watson's Theory of Human Caring" can be applied to the care of patients with complex health problems and their families. (SLO #4)
7. Analyze how personal, professional values and the importance of recognizing patient requests may influence care of patients with complex medical-surgical conditions.

(SLO #4) (DACUM Chart 11.14)

**B. Unit II: Member of the Healthcare Team**

1. Analyze the concept of interdisciplinary collaboration in the planning, implementation, and evaluation of care for adult patients and families with complex medical-surgical health care problems. (SLO #6) (DACUM Chart 2.17)
2. Explores how the nurse can advocate for the rights of patients and families with complex medical-surgical health care problems. (SLO #2)
3. Examine the role of the nurse in delegating and supervising patients and families with complex medical-surgical health care problems. (SLO #4 & #6)
4. Analyze resources that facilitate continuity of care; health promotion; maintenance, restoration, and disease prevention of the patients and families with complex medical-surgical health care problems. (SLO #3& #6) (DACUM Chart 2.12, 3.10, 3.11)
5. Explain the use of clinical technology and informatics in the care of patients and families with complex medical-surgical health care problems. (SLO #5) (DACUM Chart 5.10, 5.11, 12.1-12.4, 12.10-12.12)

**C. Unit III: Member of the Profession**

1. Examines specific legal concepts and ethical issues that impact the care of patients and families with complex medical-surgical health care problems. (SLO #4)
2. Examines behaviors that promote the growth, development, and practice of professional nursing while in the Complex Concepts of Adult Health course. (SLO #1)
3. Outline personal and professional responsibilities to maintain professional competence as a registered nurse. (SLO #1 & #4)

**D. Unit IV: Patient Safety Advocate**

1. Examine the safety aspects of preventive and therapeutic nursing care performed when caring for adult patients with complex medical-surgical conditions, consistent with current safety standards and requirements. (SLO #4 & #5) (DACUM Chart 2.7, 3.18)
2. Examine the nurse's responsibility in providing a safe, supportive, protective environment for adult patients with complex medical-surgical conditions. (SLO #4 & #5) (DACUM Chart 2.12, 3.10, 3.11)
3. Examine the nurse's responsibility in disaster planning and bioterrorism as it relates to adult patients with complex medical-surgical conditions. (SLO #5 & #6) (DACUM Chart 2.12, 3.10, 3.11)

**E. Unit V: Laboratory Skills**

Demonstrate competency in the performance of the following skills:

1. Administration of blood components;
2. Central venous access device (non-tunneled, non-implanted) dressing change, cap change, removal;
3. Medication via intravenous push through a central venous catheter, a peripheral intravenous (IV) line with a continuous IV solution, a peripheral intermittent infusion device;
4. Setup and management of a chest tube drainage system.

**III. STUDENT LEARNING OUTCOMES: ASSOCIATE DEGREE NURSING**

Nursing Program Student Learning Outcomes (SLO's) assess the knowledge, skill/abilities, and/or attitudes that display behavioral evidence which the students have attained from their educational experiences. The ongoing assessment of Student Learning Outcomes is specifically linked to El Paso Community College Mission Statement, Institutional Strategic Goals, Program Review, and the Nursing Mission and Vision

Statement. Nursing Program Student Learning Outcomes specifically describe the end result of the Nursing Program.

Student Learning Outcomes – SLO's	
1.	Integrate teaching-learning principles by developing, presenting and modifying teaching plans to meet the need of patients and their families.
2.	Utilize clinical judgment, communication skills and a systematic process when advocating for safe caring and compassionate patient-centered care to culturally diverse patients and their families across the lifespan in a variety of health care settings.
3.	Assume accountability for the quality of patient-centered nursing care provided to patients and their families within the legal scope of nursing practice consistent with ethical principles and professional values and standards.
4.	Provide evidence-based nursing care that promotes safety for the patient, family and their environment, while utilizing current technologies and nursing informatics.
5.	Collaborate and co-ordinate with patients, their families and the interdisciplinary/multidisciplinary health care team to implement best practices and to address health promotion and disease prevention, health maintenance and health restoration based on the individual's perception of their health needs.

Revisions to SLO's Fall, 2011

Final - 6-7-12

Revised: 09-12

Reviewed: 08-14

Reviewed: 12-15

Revised: 05-18

#### IV. THECB Learning Outcomes (WECM)

1. Integrate the roles of the professional nurse in the provision of care of adult patients and families.
2. Utilize critical thinking skills and a systematic problem-solving process in providing care for adult patients and families with complex health care needs.

#### V. Evaluation

- A. Pre-assessment of drug calculations:

See procedure in Nursing Student Handbook.

- B. Proficiency Exam

Any student wishing to do a Proficiency Exam for a nursing course should speak to the ADN Program Coordinator and/or the Nursing Counselor. All nursing courses can be challenged with the exception of RNSG 2221/2261, Management of client care (theory and clinical). (See College Proficiency Exam Procedure.)

- C. Articulation

Articulated credit from many area high schools is available for graduates with high school health occupations courses. Students who have previously completed a Practical Nursing Program will be able to transfer their practical nursing courses to this program under the Texas Nursing Articulation Plan. Articulation plans for the nursing program(s) will be addressed by the nursing counselor.

#### D. Unit Exams

There will be four (4) unit examinations and a comprehensive final exam. Each exam will cover unit objectives (plus math calculations) and will consist of a variety of types of questions (e.g., multiple choice, fill in the blank, select all that apply, prioritization). Several threads of the curriculum will be tested on each exam. The student should be prepared to be tested in the following areas on exams: math, history and physical examination, nursing process, nutrition, therapeutic communication, patient teaching, safety, informatics, advocacy and pharmacology, as related to course objectives. RNSG 1343 exams, the ATI Proctored Assessment Test and comprehensive final exam will be given and contain curriculum threads. Examinations have specific time limits (1 hour and 30 minutes for unit exams; 3 hours for the final exam).

**Refer to the following procedures in the Nursing Student Handbook:** Scholastic Dishonesty; Written Examinations; Standardized Testing and Rounding of Grades.

#### Remediation

Students who do not pass an exam with a grade of 78 or more will receive a counseling form for Remediation. It is highly recommended that the student follow the instructions on the counseling form. It is also highly recommended that the student attend all mentoring sessions for the course and utilize the CAI's available in the Nursing Computer Lab as well as the resources offered by the Assessment Technologies Institute (ATI) available on-line.

A variety of resources are available to the student who desires/requires academic assistance; instructors can refer students to these resources.

#### E. ATI Assessment

Students are required to take the proctored Assessment Technologies Institute (ATI) Medical Surgical Assessment which will be scheduled towards the end of the semester. Prior to taking the Medical Surgical Proctored Assessment, the student must score at least an 85% on the practice Medical Surgical Assessment. The practice test may be taken on any computer at any time and may be retaken until the student scores at least an 85% (although 24 hours must pass prior to retesting). **However students must complete a focused review on the practice assessment on any items missed prior to retesting.** Students will begin taking the practice test during the sixth week of the semester and are expected to complete the focused review on the practice assessment on any items missed prior to retesting. Students who would otherwise pass the course but (a) cannot take the proctored test on its scheduled date/time secondary to not scoring at least 85% on the practice test or (b) do not take the proctored test on its scheduled date/time will receive an "Incomplete" in the course. Incomplete grades will be resolved at the instructor's convenience. (Note: Students who arrive late to the proctored test will not be allowed to take it.)

Students must create an account at the ATI website ([www.atitesting.com](http://www.atitesting.com)) at the start of the semester and keep a record of their user ID/password. The Proctored ATI RN Assessment will count as an Exam Grade. The student will be given a score based on the level of achievement earned on the assessment.

Level III=	90
Level II=	85
Level I =	77
Below Level I =	69

The ATI Critical Thinking Exit Assessment will also be given. The scores will be compared to the student's score on the Critical Thinking Entrance Assessment administered in Foundations. It will not count as an exam nor will any points be awarded. It is a requirement in order to complete the course and will be given on the same date as the RN Leadership Assessment.

Useful ATI Resources: Students are strongly encouraged to utilize the following:

- RN Leadership Nursing review modules
- Remediation Templates
- Practice RN leadership Assessments
- Tutorials: Nurse Logic, Skills modules and Learning System RN

**All ATI practice test, proctored test, skills & remediation must be completed during this semester only; no previous work will be counted.**

Useful ATI resources: Students are strongly encouraged to utilize the following:

- RN Adult Medical Surgical Nursing review module
- Review modules for all courses are available on the homepage for ATI under resources.
- Remediation Templates
- Practice Assessments: Medical-Surgical; Targeted medical-surgical systems assessments
- Tutorials: Nurse Logic (modules to help with critical thinking, reading, comprehension and test taking skills), Skills modules, and Learning System RN (more practice assessments and finals)

See policy on Standard Testing for Course Completion **Nursing Student Handbook.**

F. Quizzes

There will be a minimum of three (3) quizzes. These quizzes will pertain to material covered in both lecture and lab.

Quizzes may not be announced and cannot be made up. If a student is absent on a day that a quiz has been given, (unless a medical excuse is received) a zero will be assigned for that quiz. Quizzes have specific time limits; all students, whether on time or tardy, must hand the quiz in or complete the quiz online at the end of the initial specified time period. Quizzes may be administered during lecture, lab demonstrations or in an online format.

G. Lab Skills

Students will be held accountable for the performance of the specified lab skills.

In order to receive credit for the course, all RNSG 1343 skills on the skills checklist must be satisfactorily completed by the third week of the course. (prior to clinical) Students who pass all course work but do not satisfactorily complete the skills will receive an “incomplete” in the course. Skills must be demonstrated by the student without assistance from the instructor. Students who are unprepared when called to perform a skill and/or students who miss a check-off secondary to an unexcused absence will not receive any points for the skill (although the skill must be satisfactorily performed prior to the last week of the course).

H. Attendance

See procedure in Nursing Student Handbook.

I. Grading Scale

90 – 100 = A  
80 – 89 = B  
78 – 79 = C  
70 – 77 = D  
69 – 0 = F

See Rounding of Grade Procedures in **Nursing Student Handbook.**

This course is required for completion of studies leading to the Associate Degree in Nursing. A grade of 78% or above is needed to pass this course. Students not obtaining a 78% (C) or above in this course, must retake the course prior to progressing to the next nursing level.

See Nursing Student Reentry Policy in Nursing Student Handbook.

## **VI. Disability Statement (Americans with/Disabilities Act [ADA])**

EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm C-112 (831-2426); TM Rm 1400 (831-5808); RG Rm B-201 (831-4198); NWC Rm M-54 (831-8815); and MDP Rm A-125 (831-7024).

## **VII. 6 Drop Rule**

Students who began attending Texas public institutions of higher education for the first time during the Fall 2007 semester or later are subject to a 6-Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from this rule. All students should consult with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information.

## **VIII. Title IX and Sex Discrimination**

Title 9 (20 U.S.C. 1681 & 34 C.F.R. Part 106) states the following "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance." The Violence Against Women Act (VAWA) prohibits stalking, date violence, sexual violence, and domestic violence for all students, employees and visitors (male and female). If you have any concerns related to discrimination, harassment, or assault (of any type) you can contact the Assistant to the Vice President for Student and Enrollment Services at 915-831-2655. Employees can call the Manager of Employee Relations at 915-831-6458. Reports of sexual assault/violence may also be reported to EPCC Police at 915-831-2200.