

El Paso Community College

Syllabus

Part II

Official Course Description

SUBJECT AREA	<u>Vocational Nursing</u>
COURSE RUBRIC AND NUMBER	<u>VNSG 1405</u>
COURSE TITLE	<u>Health Science</u>
COURSE CREDIT HOURS	<u>4 3 : 2</u> Credits Lec Lab

I. Catalog Description

Introduces the general principles of anatomy and physiology, nutrition, and microbiology necessary for understanding body processes and basic principles underlying health promotion and therapeutic interventions. A grade of “C” or better is required in this course to take the next course. **(3:2). Lab fee.**

II. II. Course Objectives

LECTURE AND LABORATORY

The objectives for the lecture and lab are essentially the same. The lecture stresses the theoretical aspects of human anatomy and physiology while the laboratory focuses on applications with a significant “hands-on” component.

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

- A. Use correct anatomical terminology.
- B. Explain the basic concept of homeostasis and demonstrate how this key concept is the most important unifying theme of the body systems.
- C. Describe basic chemical and physical principles that are of particular importance in anatomy and physiology.
- D. Explain the basic concept of metabolism and demonstrate basic chemical pathways involved with carbohydrate, lipid, and protein metabolism.
- E. Identify the anatomy (gross and microscopic) and explain the basic physiology of the following:
 1. Integumentary System
 2. Skeletal System
 3. Muscular System
 4. Nervous System
 5. Endocrine System

III. Student Learning Outcomes (SLO's): VOCATIONAL NURSING

Nursing Program Student Learning Outcomes (SLO's) assess the knowledge, skills/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 the 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, evaluating and modifying teaching plans to meet the needs of patients and their families.
2. Utilize nursing -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 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 & 6-7-2012
Revised: May 2018

IV. THECB Learning Outcomes (WECM)

1. Identify and describe major body structures and functions which comprise the major body systems.
2. Recognize and describe the relationship of nutrition to health and illness across the life span.
3. Identify microorganisms as causative agents in disease.
4. Identify common causes for disease, modes of transmission, and methods of prevention and control.

V. Evaluation

LECTURE

- A. Pre-assessment: Departmental evaluation of Reading, Vocabulary, and Mathematical skills is available; but optional.
- B. Post-Assessment:
 1. **Quizzes:** The number, frequency and type of quizzes and exams are left to the discretion of the instructor.
 2. **Exams:** The type and number of exams will be determined by the instructor at the onset of the semester. It is highly recommended that a portion of each exam be devoted to written expression of relevant concepts. The remainder of the questions may be of any nature—multiple choice, fill-in-the-blank true-false, labeling of drawings, etc. Take-home exams over major topics are NOT recommended.
 3. Grading Scale:
90 –100 = A
80 –89 = B
75 –79 = C
70 –74 = D
Below 69 = F

LABORATORY

- A. Pre-assessment: None at present.
- B. Post-assessment:
1. Quizzes/Exams:
The number, frequency, and type of quizzes and exams are left to the discretion of the instructor.
 2. Practical Exams:
There will be at least two major practical exams during the semester.
 3. Lab reports, journals, special projects:
The instructor may opt to use additional assessment vehicles in determining the overall grade for the lab. These evaluation methods and their frequency will be left to the discretion of the individual instructor.
- C. Grading Scale
The particular weight given to the above evaluation methods is left up to the instructor, but the overall grade for lab will be determined using the following grading scale:
- 90 –100 = A
80 –89 = B
75 –79 = C
70 –74 = D
Below 69 = F

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.